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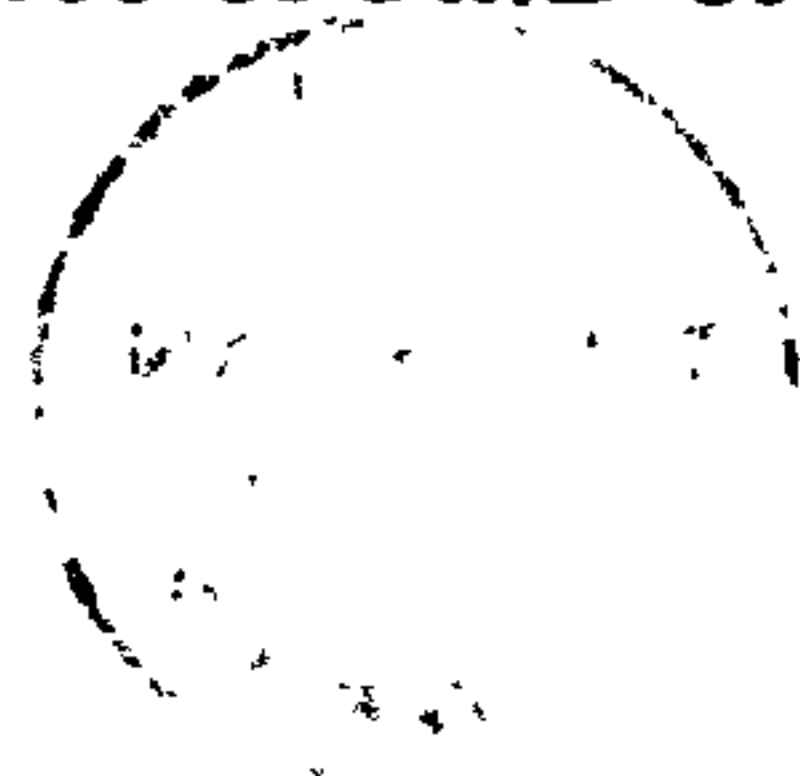
University of Kent at Canterbury

**An Evaluation of the Role of School Social Workers
in the State of Qatar**

by

ABDULNASSER SALEH MOHAMED SALEH

**A Thesis Submitted to the
University of Kent at Canterbury
in Fulfillment of the Requirement
for the Degree of Ph.D of Social Work**



July, 1994

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by

Abdulnasser Saleh Mohamed Saleh

1994

BESSMICA ALLAHUMA IN THE NAME OF GOD

This research is dedicated to Saad Al-Kubasi, deceased, and Aisha Al-Kubasi who were the best of parents to me, and all the school social workers in Qatari schools who made this research possible.

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ABSTRACT

AN EVALUATION OF THE ROLE OF SCHOOL SOCIAL WORKERS IN THE STATE OF QATAR

by

ABDULNASSER SALEH MOHAMED SALEH

The aim of this research is to point out that the Western approach in school social work cannot be implemented in non-Western cultures without giving due consideration to the culture and the values of the recipient society. Qatar and the West may list the same values within social work, but the implementation of these values differs. Self determination in the West means that the choice of the individual should be respected if possible, unless it directly infringes the rights of a vulnerable third person. However, in Qatari society, self determination for the individual is limited within the boundaries of Islam and is not considered a right when it contradicts Islamic teaching. This does not mean that the Western approach and theories cannot be used in Qatari schools, but they can be used only when we give the necessary importance to the values and culture of Qatari society, where Islamic principles and teachings play a very important role.

This study is not against Western social work as such, but suggests that we need to use the knowledge and development of social work in the West to develop social work in the Arab world. Within the overall Islamic framework of Islamic principles, the research uses explanatory hypotheses derived from Western role theory to organise and analyse the data. The data is derived from questionnaire surveys of school social workers in Qatar to establish their actual work priorities against their ideal work priorities. Questionnaire surveys of Social Education Department supervisors, heads of schools, teachers, parents and students were also carried out to determine their expectations of school social workers and their evaluations of how well school social workers performed in their role.

The data is analysed in terms of the role theory components of :

- (a) socialisation - into the professional role
- (b) power - who has the power to determine behaviour in the role
- (c) complexity and simplicity - the degree of 'responsible autonomy' and the degree of discretion school social workers are supposed to enjoy, as against how they are controlled and directed by the other people
- (d) Role conflict - an inevitable aspect of work in complex organisation.

Conclusions are drawn indicating the modifications necessary to relate Western social work ideas to Qatari society and indicating that training for social work practice in an Islamic society should be more closely related to the school setting. The field of school social work is worthy of study in its own right. Unless it is carefully studied, casework, group work and community organisation cannot be effectively practiced within it.

VITA

Abdulnasser Saleh Mohamed Saleh is from the State of Qatar, on the Arabian Gulf. The State of Qatar is known as *Dawlet Qatar* in Arabic, the language of its people.

He was educated in Qatar, the United Kingdom and the United States of America. He graduated from Khalifa Town High School, Doha, received his Bachelor of Arts degree with a major in Social Work from the University of Qatar, and his Master's Degree in Social Work from the University of Southern Mississippi, U.S.A.

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He wants to continue his career as an instructor at the University of Qatar, in the Social Work Department.

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F O R E W O R D

This study is designed to evaluate the role of school social workers in government-run schools in Qatar who have a specific culture, academic level, social and financial status. The main objective of this study is to show that Western ideas cannot be imported un-selectively into the Arab world.

In order to make the conflicts between the Western ideas and values and Islamic ideas and Qatari values clearer, it was essential to present a review of the relevant literature in these areas. This I thought would be useful to do so in my conclusion rather than the earlier parts of my thesis because a detailed discussion of the issues involved at this stage would reinforce the argument of my thesis.

The chapter on methodology has been placed at the end in order that the organisation of the thesis is not disrupted and that it does not intrude into the main text and disturb its smooth flow. This, I believed, would also help in minimising the distraction from the main focus of the thesis and would allow the reader uninterrupted access to it.

CHAPTER I

INTRODUCTION

GENERAL INFORMATION ABOUT QATAR

Qatar lies in the middle of the western coast of the Arabian Gulf, with the sea surrounding it on the eastern, western, and northern sides. On its southern border is the Kingdom of Saudi Arabia. Qatar is a peninsula with an area of 11,437 sq km (4,000 sq m). The inhabitants number about 400,000, of which 75 percent live in Doha, the capital. The rest live in oil field communities and other towns such as Al-Wakra, Dukhan, and Al-Khor (Ministry of Information, Diary 1991).

Qatar has a desert climate with long hot summers and mild to warm winters with little rain. Humidity during the summer sometimes rises to over 90 percent, accompanied by temperatures of up to 45°C (about 122°F). In the winter, the temperature can drop to 6°C (about 44°F). Due to the lack of rain and the prevailing dry desert climate, the majority of the land is arid and there are very few animals and spiny plants (Ministry of Information, Diary 1991).

Before the discovery of oil in 1940, the urban Qataris had been economically dependent on pearling, fishing, and trading. The nomadic Bedouins had been dependent on raising livestock and hunting. After the discovery of oil, Qatar's economy became almost totally dependent on oil revenues. At present, Qatar is an

active member in the activities of the Organization of Petroleum Exporting Countries (OPEC) (Ministry of Information, 1983).

Since the promulgation of Islam, Qatar became a Muslim nation (628 AD) and has remained so. Over the centuries, different Arabian tribes have alternated in governing the country. As the centuries passed; Qatar's strategic importance as an Arabian Gulf country increased because of its relationship to trade routes and sea communication between the East and the West. Prior to the mid-19th century, many rulers reigned briefly and, as a result, Qatar was never under stable rule. However, modern leadership in Qatar is associated with the rise of the Al-Thani family, who came to Qatar in the 18th century. Article 22 of the provisional Constitution established that, "Qatar rulership is hereditary in the family of Al-Thani, whose ancestry has been traced to Bani Tamim, one of the noble tribes of ancient Arabia" (Tolefat, 1983).

On 3rd September 1971, the State of Qatar became a fully independent country, after a long relationship with the British government. Qatar had been involved with Britain due to a 1916 protectorate which gave the British government power over Qatar's foreign and defence affairs, according to the 1916 treaty between Qatar and Great Britain. After independence, Qatar became a member of the United Nations, the Arab League, and the Council of Cooperation for Arabic Gulf Countries (GCC) (Al-Derhim, 1984).

Despite the hereditary leadership, Qatar's regime is democratic in many respects. An advisory council was established in 1972 to augment the work of the Amir and the Council of Ministers. The State of Qatar also considers itself part of the Arab nation, an entity embracing all Arab regions and states (Tolefat, 1983). With a new system of government allowing for both local control and for international status as a sovereign state, Qatar has moved rapidly toward national modernization and diversification. Social life, politics, economics and education have all been deeply influenced by the many forces of change which have been set in motion and supported by oil revenues. Progress is costly, involving the creation and maintenance of municipal services, social services, housing, medical care programmes, and communication networks as well as the construction of roads, experimental farms, new industrial facilities, government buildings, hospitals, schools, and the colleges of the new university (Tolefat, 1983).

The population has increased steadily, in part because of better health care and in part because of immigration from other countries. The population has also expanded due to the temporary employment of foreign labourers and experts (Alessa, 1979). Doha, the capital, has turned into a busy, crowded city filled not only with native Qataris but also with foreigners from East and West, North and South.

Islam is the official religion of the State and the Sharia (Islamic Law) is the principal source and foundation of the legal system. The Islamic religion follows the principles and direction of the Holy Qur'an and the Sunna (the teachings of the prophet Mohammed (*Sallallahu alaihe wasallam*)). Arabic is the official language of the State

(Qatar Year Book 1990). Co-education is nonexistent at all levels of education and there is no open mixing of men and women in general.

From the foregoing, there are some facts that should be considered by social workers when dealing with Qatari society. First, Qatar is a small country in size and population which means that Qatari people relate to each other in the more informal old-fashioned ways rather than the ways of a large urbanized complex society. Although Qatari people are informal in terms of their relationships with each other, they take matters of family honour seriously. This might be related to the nature of the desert land, the hot weather, or the tough life they experienced before the discovery of oil, traits which were passed on to the new generation.

Qatari society has experienced major changes because of the discovery of oil. There are two generations, the old generation which experienced the tough life, and the new generation (the oil generation) which has all of modern life's luxuries. The social worker should always keep this in mind, that there is a big difference between the old generation and the oil generation in terms of ideas and development and characteristics of personality.

Besides these two generations, there are the foreigners and other Arabs. Arabs can also be divided into two kinds, Arabs who have been in the country for a long time, and their stay is permanent, and Arabs who work for the government or in private business on a more temporary migratory basis. Non-Arabs usually work for a certain period of time after which they leave the country. There are many foreigners in

Qatar, so the social worker should consider this diversity of society, and should be aware of the background of foreigners in order to do a better job with them. The social worker should also respect and accept these foreigners as they are.

Qatar is an Arab Islamic country, and the implementation of social work should not be in conflict with the Islamic teaching or with the Arab customs. People will reject the help of social workers if they find out that what the social worker tells them or encourages them to do is in conflict with Islamic teachings.

Qatar is a very conservative society. The freedom of the individual stops where it is in conflict with Islamic teachings. Dealing with the opposite sex is a very sensitive issue, so the social worker should know how to get information and help the client and at the same time avoid transgressing the Islamic-based values of society.

Social work in the Qatari society is relatively recent. Social work in schools is the largest social work programme in Qatar. However there are other fields of social work which are at a less developed stage or are less extensive. Social work in medical organizations is designed to help patients, their families and their communities by using the resources of the society to solve the problems that those individuals face, by aiding them in better accomplishing their life's roles (Fahme, 1980). Before 1978, the Ministry of Health used to be the only source providing medical assistance to disabled people in Qatar (Ministry of Health, Public Relationship Department, 1991), now special education schools have been in existence in Qatar long enough to see students graduate and find employment in the outside

world. A study conducted by Abu Shamah (1990) suggested the establishment of a department for delinquents which would be prepared to treat these individuals while they are in reform schools. There are plans presently, to develop facilities and programmes to implement future social work involvement. The Students' Activities Department at the University of Qatar provides social, cultural, art, and sport activities to students. The Social Affairs Department of the Ministry of Labour and Social Affairs provides financial assistance to Qatari widows, divorcees, the elderly, and the retired. Other organizations also exist which provide social and human services such as the Qatari Red Crescent Society, the Qatar Association for Youth and Sport, some sports clubs and the Al-Gasrah Social and Cultural Club.

CHAPTER II

EDUCATION IN QATAR

The discovery of oil in the middle of the 20th century led to a rapid development in almost all areas of economic, social, and cultural life. This in turn required the employment of foreigners as workers, technicians, teachers, architects, and various specialists in other fields to assist in the implementation of such development. Obviously, education would be necessary to meet the needs of this development.

Education in the past was informal and unsettled; it was an individual endeavour sought by a few wealthy figures of the ruling family or the public. They employed private teachers and provided them with school buildings, textbooks, and stationery at their own expense. Schooling at the beginning was confined to religion. Thus, small elementary schools (*Kuttabs*) were for children to learn *Qur'anic* recitation, principles of reading, writing and arithmetic.

The Al-Altharyia religious school was started in 1913 and continued until 1938 with the main task of preparing Islamic teachers. The Mohammediyah Reform Primary School in 1947 was the first semi-formal school started before oil marketing began in the early fifties (Al-Kobaisi, 1979). In 1952, the government shouldered the responsibility for education. It began by forming a four member committee to supervise and steer the educational process. The first official primary school for boys was established in Doha with 24 pupils, taught by six male teachers. In 1955, the first

school for girls was opened with 50 pupils, taught by one female teacher (Al-Dérhim, 1984).

Formal education in its present form actually began in 1956. HE Sheikh Khalifa Bin Hamad Al-Thani, the present ruler of Qatar, was the first Minister of Education (Nagi, 1983). The government made great efforts in encouraging education through such incentives as free education, monthly stipends for students, free meals, clothing, and transportation in addition to social allowances for the needy. Such incentives led to the spread of government schools to most parts of Qatar. During the latter half of this century, from 1956 to the present time, education has achieved tremendous progress. About one-fourth of the total population is enrolled in schools throughout the country. All boys and girls of school going age are enrolled (Nagi, 1983).

Development of higher education started in 1973-1974 with the establishment of two educational faculties, one for men and one for women. These were the nuclei of a university education programme for teachers (Al-Hamadi, 1984). The University of Qatar now comprises of seven faculties: Education, Islamic Studies, Humanities and Social Sciences, General Science, Engineering, Administration and Economics, and a College of Technology.

Education in Qatar is comparatively new, as can be seen from the history of education in Qatar. Half a century is a relatively short period for the age of a country. Consequently, school social work is also a relatively recent development in Qatari

society. Social work in general, and school social work in particular, is in the early stages in Qatar which is obviously reflected in the skills of the social workers.

PRINCIPLES OF EDUCATION

The principles of the educational system in Qatar are based on the following:

1. Deep-Rooted Religious Education

This is achieved by impressing upon the minds of the younger generation the traditional Islamic belief in Allah, the sole creator. This develops their sense of piety and inculcates Islamic values and concepts in their minds, to influence their behaviour and future life practices (Ministry of Education, Development of Education in Qatar in 1984-85/86, 1986).

Islam is taught in Qatari schools verbally and practically. Students have to take an Islamic class, which is taught intensively, from the first grade until university. However, besides the Islamic instruction in Qatari education, students are also exposed to Western approaches to philosophy and psychology, particularly emphasizing Western ideas and ideologies in such areas as understanding the development of personality, human nature, and the meaning of life, which is in contradiction with Islam in some respects. For example, the theory of Freud explains

the development of personality on a sexual basis. This theory, although taught in the Qatari schools, is completely rejected from the Islamic point of view.

Both the social workers and the students have studied the Islamic point of view and the Freudian theory of the meaning of life in separate courses. This causes some kind of instability in the personalities of social workers and students. Students tend to have doubts in this area and ask "If Freud is wrong, and his theory is in conflict with the Islamic view, then why do they teach us these theories?" In Qatari society, there are two different opinions about this conflict. The first opinion says that Western theory should not be taught because it is in conflict with Islam and it is therefore meaningless and not useful to Qatari society. The second opinion, although agreeing that Western theory is in conflict with Islam, believes these theories should be taught so that students can understand the Western thinking and challenge these ideas to add new knowledge. The researcher believes that Western theories should be taught with care. In other words, the teacher should take the time to compare these ideas to Islamic ideas and explain Islam's viewpoint regarding these theories.

2. Developing a Sense of Affiliation and Loyalty

This is accomplished through instilling deep-rooted patriotism, for their homeland, then the region, and finally for the entire Arab nation. It is also realized through creating in the minds of the younger generation a sense of pride in their religion and the legacy of their nation. Teaching the contributions of Muslims to world civilization in all fields of science and knowledge, in all of its depth, genuineness, and cultural

loftiness is mandatory (Ministry of Education, Development of Education in Qatar in 1984-85/86, 1986).

Education emphasises three elements that play a role in the personality of Qatari students in terms of affiliation and loyalty. Firstly, being a Muslim, which means following Islam in thought and in practice. Secondly, love of one's homeland, which means the students learn to love and to contribute to the development of their country. Thirdly, loyalty to the Arab world, which implies being proud of being an Arab. These three elements create the personality of students in all its aspects. Students follow all the issues that are important to their country, the Arabic world, and the Islamic world. Social workers should understand that students identify themselves as Muslims and at the same time they consider themselves Qataris and Arabic.

3. Building an Integrated Personality

This is accomplished by having an education aimed essentially at providing the students with all that is needed to develop the spirit, body and mentality to be able to work for the progress and prosperity of their society. This also enables their society to accomplish its aspirations and ambitions and face the challenges that may impede such progress (Ministry of Education, Development of Education in Qatar 1984-85/86, 1986).

In the Western society there is a legal emphasis on the students' freedom and individuality. In the Qatari schools, this freedom and individuality means nothing

without the Islamic spiritual development. This belief is reflected in the professional role of the school social workers. The students, the Qatari education authorities, and the society expect the school social workers to focus on the Islamic spiritual development of students in terms of helping students to cope with their problems, and also developing activities that foster the Islamic spiritual growth of the students.

4. Education for Development

Education and development should go together. It is an established fact that man benefits a great deal through education, and development of greater efficiency in the use of human and material resources is one of the main objectives of education. Therefore, sincere efforts should be made in the field of education to help promote the development of human resources. Opportunities for employment and suitable investment of such potentials should be provided. Thus, education and development should work together, to aid in producing the necessary nucleus of expert personnel for further development (Nagi, 1983).

Qatar is a developing country, and the policy of the country is that education should be directed towards education for economic development. Social work in Qatar is part of education, so social work is associated with the larger educational mission. For that reason, Qatari society expects social workers to help in the development of the country. In other words, society wants to have "social work for development". This is very clear in the role of the school social workers in Qatari schools. The school social workers design developmental programmes and activities at the school level and

at the national level. For example, students help in planting trees, cleaning streets, and working to protect the Qatari environment.

5. Education for All

The basic principles of education reaffirm that education is an original right of every citizen, an urgent need of his or her existence and a responsibility completely entrusted to the State. This responsibility involves the provision of free access to education for all and overcoming all the socio-economic difficulties which may cause deprivation of such a right (Nagi, 1983).

To achieve this goal, the State is concerned with providing free education (primary, preparatory, and secondary) to its citizens. As the rural areas may have certain reservations about such an education, the State has adopted some incentives:

- Exempting the inhabitants of these areas from any financial obligation
- Providing means of transportation to and from school and to and for cultural excursions
- Providing all facilities for school activities, such as equipment, uniforms, library facilities etc.
- Paying the needy, social allowances to encourage them in their education
- Allocating certain prizes and remuneration for top students in school contests such as recitation of the Holy Qur'an, play and story writing, scientific

creativity, etc. This principle of free education is for both sexes and is extended to the disabled as well.

Because of the relatively high standard of living, by comparative world standards, of the populace in Qatar, free education, and welfare that is provided by the government, it is very rare that social workers have to deal with students living at a poverty level, and if there are these kinds of economic problems, they are related to the breakup of the families. Does that mean there are no problems that the social workers have to deal with? The answer is no. There are many sociological, psychological, and family problems due to the sudden luxury of the oil generation's life and the Qataris' contacts with other societies. For example, the mother may be working and busy going shopping with her friends and following every new trend on the market. The father may be always busy with his business, and he may travel frequently. The son studies in a secondary school and is provided with a very nice car and a liberal monetary allowance. The ever-busy parents can give very little attention to their son, and as a result the son has too much unsupervised time. As a result, the son develops an unstable personality, and possibly an addiction to alcohol or drugs, which naturally results in a poor performance in school.

6. Full Acquaintance with the Outer World

This is accomplished through the promotion of cooperation in the fields of science and culture, and utilization of the latest innovations in technology and the rapidly

increasing scientific development all over the world. (Ministry of Education, Development of Education in Qatar in 1984-85/86, 1986).

There is more than sufficient cooperation between the GCC (Gulf Cooperation Council) in matters of education. For example, students exchange visits, work together on science and cultural projects, and enter into sports competitions. However, there is a need for more cooperation between the GCC and other Arab countries and Arab and other Islamic countries. The researcher believes that cooperation with the outside world is not enough, especially in social work issues. The researcher suggests that more cooperation should take place between the social workers in Qatari schools and those of the outer world. For example, attending social work conferences, attending social work training programmes; and exchanging publications and information.

7. Future Expectations

Through careful planning the younger generation is made ready to face whatever may confront them in the future. The students are taught how to incorporate into their thinking the world of science and the natural potential of man for mankind's progress and prosperity. Through this, this generation can take part in exploring the Arab potential and directing it into constructive areas which will result in the building of a better world. (Ministry of Education, Development of Education in Qatar in 1984-85/86, 1986).

Educationists in Qatar have frequently expressed concern about the difficulty of planning programmes that make students think seriously about their future, because of the students' affluent lifestyle. According to the records of the Ministry of Education, students nowadays do not study as hard as students did in the early '70s. This could be related to the affluent lifestyle that gives today's Qatari students many other things to do besides concentrating on studies. For example, having cars, watching videos, listening to music, etc. However, school social workers agree that students are now much more aware of what is going on in the outside world than students in the '70s, which means their knowledge of the world has increased.

The objectives of education emerge from the aspirations and values of the Qatari society. The general objective of education can therefore be stated as:

" Education in Qatar aims at bringing up a generation believing in God, proud of Islam, adherent to its teachings, faithful to his homeland and his affiliation to the Arab world, loving goodness and justice, and provided with the spirit of struggle and toiling for his own, his nation, religion, and humanity in general".

(Nagi, 1983)

SYSTEM OF EDUCATIONAL ADMINISTRATION

Since 1958, the State of Qatar has adopted the educational structure approved by the parties to the Arab Cultural Unity Treaty. Specifically regarding education, the Treaty states that general education comprises of three stages: six years of primary education, three years of preparatory education, and three years of secondary

education (Ministry of Education, Development of Education in Qatar in 1984-85/86, 1986).

The preparatory stage is an intermediate stage between primary and secondary education and is either general or technical. It is therefore considered an extension of the primary stage and a basis for the secondary stage that follows. For some it is a final stage if circumstances hinder further educational pursuits, upon the completion of a suitable vocational training in this stage (Ministry of Education, Internal System for the Primary Stage, 1974).

The secondary stage has special importance in education as it takes place in the intermediate and last stages of adolescence. The burden of satisfying students' needs in what is perceived as the most critical stage in their life, is attempted at this level. This stage may be followed by higher education at a university or other institution of higher learning for various studies in science, politics, social or economic fields. The secondary stage may also be the final stage for some, in that they are being trained for a specific trade. Because of the importance of this stage emphasis is given to civic responsibilities and how to use what has been learned, within the social milieu in which he/she lives (Ministry of Education, Internal System for the Primary Stage, 1974).

Higher education began in 1973 with the establishment of two faculties of education for men and women. In 1977, Qatar University was officially opened and comprised four faculties: *Sharia* (Islamic law) and Islamic Study; Education; Humanities and

Social Science, and General Science. In 1980/81 the Faculty of Engineering was instituted followed by the Faculty of Administration and Economics in 1985/86. In 1990/91 the Faculty of Technology was opened, and graduate studies will start in the near future (Students' Affairs Deanship, University of Qatar, 1991).

Public education in Qatar is controlled by one central office, the Ministry of Education. The ministry is responsible for the formulation and modification of all programmes of instruction, determining the length of the school year, examinations, standards and requirements for certification, textbooks to be used, curricula, the qualifications of teachers, promotions, budgets, and the appointment of teachers and administrators (Al-Kobaisi, 1979). This public educational system, made up of the three stages, primary, preparatory, and secondary, extends throughout the country. There are at least two schools provided in each locality, one for boys and another for girls. This separation of boys and girls is based on Islamic values and Qatari customs. Education is free at all stages, from primary up to university level, and is available to every citizen, although education is not compulsory.

The Emir of Qatar, as Head of State, appoints the Minister of Education according to the recommendations of his cabinet (Tolefat, 1983). The Minister is continuously involved in decision making and must approve all final decisions. He is assisted by the Under Secretary of Education, who serves as the Executive Director of the Ministry. The Under Secretary serves as a direct link of communication between the Minister and the departments within the Ministry (Al-Hamadi, 1984).

Selection of educational administrators is conducted on the basis of different variables such as personal qualities, educational qualifications, and experience. In 1980, Ministerial Decree No. 25 for 1400 Hejira (1980) was issued identifying the bases of selection considering such factors. Among the means of evaluating these factors are annual and other periodic performance reports. These factors are listed in terms of the information asked in the rating of teachers. A form of competition has resulted and has created an educational and administrative stability among colleagues.

At the establishment of formal education in Qatar the administration within education included a number of non-Qatari, but Arabic individuals. In 1971/72 a decision was made to begin a gradual Qatarization of these administrative posts to secure stability. Since then, any vacant position has been filled by a Qatari. In 1984/85 92.5% of senior positions within the educational administration were filled by Qataris (Qatar National Commission for Education, Culture, and Science, 1986).

The administration of the schools is the cornerstone of any educational system. It leads, directs, controls, follows up the system's plans, and takes a vital role in the evaluation process. Therefore, much emphasis has been placed by the ministry on this area. In the ministry's classification the school administration is made up of the following staff members: Principal, deputy principal (in a school comprising of more than twenty classes there are two deputies), secretary, storekeeper, and proprietor (discipline staff). There are two proprietors in any school with more than twenty classes, and social workers. Schools have been grouped into six educational "zones" including Doha. There are three main zones which are Al-Shamal, in the north of

Qatar; Al-Khor, in the northeast; and Dukhan, in the west (Technical Research Department, 1985).

EDUCATION DEVELOPMENT

1. The Growth in Numbers of School Students

Table 1 reveals that in 1956 the number of students in Qatari schools totalled 1,492 - 1,370 boys and 122 girls. In 1962 the number had risen to 7,930 - 5,218 boys and 2,715 girls. A dramatic increase occurred by 1982, the number growing to 42,148 - 21,446 boys and 20,702 girls (Nagi, 1983). If the specialist schools are added to the figures for the year 1990/91, the number of students presently enrolled in Qatari schools would increase to 63,596 - 32,099 boys and 31,497 girls (Ministry of Education, Decree No. 204, dated 15 November 1990).

2. Specialized Schools

There are three specialized schools which are the Religious Studies Institute, the School of Commerce, and the Industrial School. Only males are enrolled in these specialized institutions. In 1956 the number of students was 18, in 1962 it was 135 students and in 1982 the number had risen to 462 (Nagi, 1983). In 1990 a total of 877 boys were enrolled, 358 for religious studies, 110 for commerce studies, and 409 for industrial studies (Ministry of Education, Decree No. 204, dated November 15, 1990).

TABLE 1

The Growth in Numbers of Students in Qatar from 1956 - 1991

Year	Male	Female	Total
Primary Stage			
1,956	1,333	122	1,455
1,962	4,794	2,682	7,476
1,982	13,911	12,891	26,802
1,991	19,055	18,193	37,248
Preparatory Stage			
1,956	37	0	37
1,962	331	33	361
1,982	4,811	4,851	9,662
1,991	7,862	7,940	15,802
Secondary Stage			
1,956	0	0	0
1,962	93	0	93
1,982	2,724	2,960	5,684
1,991	5,182	5,364	10,546

Source, Ministry of Education

3. Adult Education and Literacy Programmes

The Ministry of Education directly supervises the literacy and adult education programmes in Qatar which are provided in evening classes for those who have not had the opportunity of an education in the past. These students are expected to pass the preparatory and secondary general exams on the same level as the students regularly enrolled in the educational system.

In 1956 these literacy programmes had not yet been begun. In 1962, there were 3,821 male students. In 1982 the number of students enrolled was 8,334, about 35% being female (Nagi, 1983). In 1991 the number stood at 5,795 - 3,325 males and 2,470 females (Ministry of Education, 1991). There is no role for school social workers in the literacy and adult education programmes in Qatar. The programme is restricted to academic matters only - there are no social activities.

4. Private Schools

Table 2 indicates there were 23,187 students in Arabic and non-Arabic schools for the year 1990/91. Although these schools 126 in all are private, they still have to meet the accreditation standards of the Ministry of Education, and in that sense they are under the supervision of the Ministry of Education (Ministry of Education, 1991). Regrettably, there are no social workers in private schools in Qatar.

5. Personnel

In 1956 the number of personnel totaled 93, 79 were teachers and the rest administrative and clerical staff. In 1962 the number was 703, 552 teachers and 151 administrators and clerks. In 1982 there were 2,890 teachers and 838 administrators and clerks, totalling 3,728 personnel (Nagi, 1983). There were 7,778 personnel in the year 1990-91, 5,323 teachers, and 1,449 administrators and clerks which included 251 school social workers working in the Qatar public schools, and 992 administrators and clerks were working in the Ministry of Education (Ministry of Education, Decree No. 204, dated November 15, 1990).

6. School Buildings

There were 17 school buildings in use in 1956, increasing to 40 in 1962. In 1982 the number of school buildings grew to 146 (Nagi, 1983). In the year 1990-91 the number of buildings in use for the schools totaled 193 - 97 schools for boys and 96 schools for girls. The largest concentration of schools is 109 in Doha (Ministry of Education, Decree No. 204, dated November 15, 1990).

The Ministry of Education has plans to build 33 schools that it needs and have them ready by the year 1996-97. We find, however, that there are no specific plans for placing social workers in the new schools.

TABLE 2
Students in Private Schools in Qatar for the Year 1990-91

Stage	Boys	Girls	Total
Preschool	3,262	3,136	6,398
Primary	7,132	5,455	12,587
Preparatory	1,454	1,404	2,858
Secondary	670	654	1,324
Total	12,518	10,649	23,167

Source: (Ministry of Education, *Science Day 1991*).

7. Budget

Financing for education in Qatar is shouldered solely by the government. Table 3 reveals that the budget for education in 1956 for Qatari schools amounted to Q.R.6,436,000. In 1962 the budget had increased to Q.R.26,353,490. Because of the importance placed on education in Qatar and the increase in the number of students as well as programmes offered in the nation, additional increases in the funds allocated to education were made, with the result this amount increased to Q.R.1,640,996,877 in 1982 (Nagi,1983). In 1991, the budget was Q.R.928,795,115. As is evident there was a tremendous increase in the budget from the year 1962 to 1982, however, we find a decrease from the year 1982 to 1991. The reason for this was first, a change in the policy of reducing expenses that seemed unnecessary, and second, in every development a large sum of money is usually spent in the earlier stages.

TABLE 3

The Development of the Education Budget in Qatar from 1956-1991

Year	Budget in Qatari Riyals
1,956	6,436,000
1,962	26,353,490
1,982	1,640,996,877
1,991	928,795,115

(The English Pound is about QR 6.00)

(Ministry of Education, *Science Day 1991*)

The budget reduction did not touch the salaries of employees of the Ministry of Education, so there was no direct impact in this area, but the overall reduction of the education budget certainly had an indirect impact on school activities, especially the newer activities that were being developed in the schools. Schools naturally sought other sources of funding for certain school activities such as the school cafeteria. It is suggested that the budget of school activities should not be reduced because it is highly beneficial for education in Qatar and students in particular.

8. Higher Education

Education is free at all stages. The Ministry of Education is keen on providing higher education opportunities up to the highest level including post graduate and doctoral degrees.

Table 4 reveals that the students enrolled at the University of Qatar for the year 1990-1991 totalled 6,469 - 1,877 males and 4,592 females (Annual Report, University of Qatar, 1991).

Table 5 reveals a total of 937 students who enrolled in overseas universities for the year 1990-1991, 593 males and 344 females (Ministry of Education, Science Day, 1991).

TABLE 4

Students Who Enrolled in the Faculties of the University of Qatar, 1990-91

Faculty	Men	Women	Total
Education	444	1,437	1,881
General Sciences	178	237	415
Humanities	213	511	724
<i>Sharia</i> (Law)	91	458	549
Engineering	236	0	238
Administration	212	154	366
1st Yr Students	503	1,278	2,298
Total	1,877	4,592	6,469

Source: Ministry of Education, *Science Day 1991*

TABLE 5

Students Enrolled in Overseas Universities for the Year 1990-1991

Educational Phase	Men	Women	Total
Post Graduate	165	177	363
Undergraduate	359	161	520
Special Studies	69	6	75
Total	593	344	937

Source, Ministry of Education, *Science Day 1991*

There are many students who continue their studies by going abroad. Up to 1990 the number of students who finished their higher education was as follows:

TABLE 6

Completion of Higher Education Degrees, 1973-1990

Degree	Total Completed	University of Qatar	Overseas
Bachelor's	10,292	8,454	1,838
Master's and Ph.D's	454	0	454

Source: Ministry of Education, *Science Day, 1991*

Sociology and social work as a double major was established with the establishment of the Humanities and Social Sciences College in 1978/79. According to the Admission and Registry Department at the University of Qatar, the number of students who have graduated from the University of Qatar up to Academic Year 1989/90 has been 8,454, as indicated in table 6. However, the students who have

graduated with a social work major total only 162, 42 men (28 Qatari, 14 non-Qatari), and 120 women (103 Qatari, 17 non-Qatari). The Social Work Department in particular should look for ways to encourage students to major in social work since Qatar needs more social workers to work in a variety of fields. Post graduate studies will begin at the University of Qatar in the near future.

School social work is an important element in Qatari education, and the proof of this commitment is in the large number of school social workers who are hired by the Ministry of Education. However, according to annual reports of the Scholarship Department of the Ministry of Education, 1,838 students have graduated from an overseas university with a bachelor's degree, but none of them were sent to study social work before or after the establishment of the Social Work Department at the University of Qatar in 1978/79 when it was a double major (sociology and social work). Also, there were 454 students who finished master's and Ph.D. degrees, but only three who hold a master's degree in social work, and none hold a Ph.D. in social work. This affects the progress of social work in general, and social work in schools in particular. The Ministry of Education should review the policy of sending students overseas as there is a need for students to study social work abroad at undergraduate and graduate levels for social work in Qatar to have a better future, especially considering that the Ministry of Education is the first ministry to get the benefit from the social workers once they adopted the policy of having social workers in schools. Qatar has mainly relied on other Arab and foreign universities in the past but this trend is fading as the University of Qatar is becoming more firmly established.

CHAPTER III

SOCIAL ROLE THEORY

This chapter argues that social role theory can be used as a subordinate element within an overall Islamic framework. Before we show how the Western role theory can be used, or developed, to apply to a very specific work role in a different society, it becomes essential to explain the terms "belief" and "truth" in Islam, since the definition of "belief" and "truth" in Muslim society plays a big role in the thinking and behaviour of muslims. The Islamic definition of "truth" and "belief" determines the way muslims look at Western theories that try to explain the meaning of human behaviours. The best way to understand the definition of "belief" and "truth" in Islam is to compare it with Russell's definition of truth.

Russell (1964), concedes that "belief" and "truth" have certain inherent and inevitable vagueness and inexactitude. He goes on to give his own definitions of truth, belief, and fact. Truth is propounded as consisting of a certain relationship between a belief and one or more facts other than belief. He defines fact only ostensively. Russell says, " Everything that there is in the world is a fact". Terms such as no-feeling and yes-feeling are also used to describe our intuitive willingness to believe in a fact. "Static" belief, is opposed to belief shown by action : static belief consists in an idea or image combined with a yes-feeling.

In more prosaic terms, I would like to say the following. First there is the acknowledgement of the fact that trying to boil down the definition of "truth" into

ordinary logical terms (either propositional or predicate logic), is not possible. Beyond this compromise, we may say that the "truth" values (false or true) can be determined by a combination of common-sense reasoning, our internal feeling ("yes" - and "no" -feeling) and our various senses, such as tactile, visual, aural and auditory.

Islam agrees with the description given above as far as the scientifically known universe is concerned. Hence Islam agrees with most of the arguments in Russell's definition. From the Islamic point of view, the universe has been created by Allah (God), who is eternal and uncreated. We have another life after death and the after life is eternal. Human beings have been given life on earth in order to do good deeds or bad deeds (defined later) and hence gain the pleasure or wrath of Allah. The way to gain pleasure of Allah is pointed out by the prophets of Allah, from Adam and Noah, through Moses and David to the last prophet Mohammed (may peace and blessing of Allah be upon them). Allah also revealed His Words, the Qur'an to prophet Mohammed (may peace and blessings of Allah be upon him). Qur'an is the unadulterated, unchangeable word of Allah, and the source of guidance for mankind until the day of judgement. With these fundamental assumptions, we state that "truth" is what agrees with Qur'an and the saying of prophet Muhammad (may peace and blessings of Allah be upon him) (Hadith) and "falsehood" is what contradicts either one of the aforementioned criterion. The truth value of things which are neither confirmed nor contradicted by the Qur'an or the Hadith are determined by factors similar to those discussed in Russell's definition.

The basic contrast between the Islamic definition and that of Russell is that between "Revelation" (the Qur'an and the Hadith) and "Reason" (the sensibilities of logic). For most of the observable universe, these two definitions do not contradict each other e.g. "The sun is bright" is true in both systems. However, the Islamic definition claims the presence of forces and facts not recognized by Russell's definition e.g. that man has a soul and that there is life after death. There is no obvious scientific method to prove or disprove such statements. Hence another point of contrast: The believers vs. the agnostics.

One may envisage that the two definitions may coexist for a given individual, with the Russell definition applying to physical, tangible things, and the Islamic definition (as a super set) applying to spiritual dimensions and "unknowable" phenomenon. Another point of contrast is instruments for determining what Russell refers to as "yes-feeling" or "no-feeling". For the philosopher in Russell's genre, the human mind is the ultimate instrument. In the Islamic point of view, the mind is but one of the array of "truth-sensors". The other sensors are the "heart" and the soul. Hence something that wavers in the heart corresponds to a "no" feeling and something that gives contentment of the heart may be said to produce a yes feeling. Quotes from Prophet Mohammed (may peace and blessing of Allah be upon him) may explain the point more clearly : (i) "Among the words people obtained from the First Prophecy are : If you feel no shame then do as you wish". (ii) "Righteousness is good morality, and wrong doing is that which wavers in your soul and which you dislike people finding out about". We find that words like "shame", "soul", "dislike" etc. do

not occur in Russell's definition and "people of the opposite sex embracing in public is good", may have a different truth value in the two systems.

A further point of contrast is the way the concept of time is treated. In Russell's definition of truth, knowledge and experience being cumulative, increase with time. Hence the most accurate perspective is in the "present" which is better than the "past". Scientific theories improve with time; more medical facts are known now than 1000 years ago. The Islamic definition is time invariant. The absolute frame of reference is the time of Prophet Mohammed (may peace and blessings of Allah be upon him). Problems are discussed, evaluated and solved not from a modern perspective, but from the perspective of the environment of the Prophet Mohammed (may peace and blessing of Allah be upon him).

Again the Islamic definition is multifaceted. The truths provided by the Qur'an and Hadith are the absolute truths. Domains not addressed by these two sources are treated by a rough equivalent of Russell's system or scientific system. e.g. "God is all powerful" is absolute truth; "Humans need oxygen for survival" is a scientific truth.

After explaining the terms "truth" and "belief" in Islam, we can conclude that whatever contradicts the Qur'an and Hadith in social role theory or any theory, cannot be used or implemented in the this society because Qatari people consider it a "falsehood". But whatever is neither confirmed nor contradicted by Islam can be

used or implemented in this society. Thus Western social role theory can be applied to this subordinate element within the overall Islamic framework.

Differences in the cultural frame are inevitable. Analytical tools derived from Western cultures may not be applicable to non-Western cultures without deep modifications. Qatar was under the protection of the British government, which used to be responsible for foreign affairs and defence according to the 1916 treaty. But most internal affairs were run by local bodies, so there was no strong influence from Western culture on the Qatari people. These people kept their distinct culture and dignity which is different from the Western life and culture. This leads us to the conclusion, that when social role theory is applied to this society, the subjective meaning to the Qatari of the behaviour being studied must be correctly understood and taken into account. We must understand the pattern of communication and socialisation of this society and know the culture and customs of this society where Islam plays a very important role. So Qatari researchers have an advantage in using Western social role theory in Qatar since they are from the society itself and more aware of its culture and customs.

A "role" is a culturally determined pattern of behavior that is prescribed for an individual who occupies a specific status; also, a social norm that is attached to a given social position that dictates reciprocal action. For example, a person who occupies the status of a "social worker" is expected by others, that is, clients; supervisors, the profession, the general public, and so on, to behave in the manner generally prescribed for all social workers (Barker, 1987). A "social role" is the

expected behaviour associated with a social position. Thus "role" is a relative term. One plays a role vis-a-vis another person's role which is attached to a counter position, e.g the doctor plays his role as doctor in relation to the patient's role (Mitchell, 1979).

There are different levels of definition, of course, for social roles in Qatari society. Social role in this society is defined by principles of Islamic ethics, the laws and regulations of the State of Qatar, and local customs. The highest point of consideration are the principles of Islamic ethics, followed by the laws and regulations of the State organizations on the middle level, and finally, the influence of people at the practical level. Islamic ethics and teachings that are mentioned in the Qur'an or the Hadith can be divided into two categories. Firstly, there are the principles which Muslims have to apply in their lives and ignore any thing contradictory to their worship practices (prayers, fasting etc.), regulations of marriage and divorce, and what is allowed and not allowed (drinking alcohol, and eating pork) etc. Kutub (1986) stated that:

"The word Islam is derived from the Arabic root "SLM" which means, among other things, peace, purity, submission and obedience. In the religious sense the word Islam means submission to the will of God and obedience to His Law. The connection between the original and the religious meanings of the word is strong and obvious. Only through submission to the Will of God by obedience to his Law can one achieve true peace and enjoy lasting purity".

Secondly, there are the general principles for organizing and directing the lives of Muslims. Muslims run their lives according to these general principles. In other words, Islam does not dictate to Muslims how to run their lives in certain situations,

but gives the Muslims the freedom to judge what is right or wrong and live accordingly within the general principles. For example, in their economic life, Islam gives tremendous scope for the Muslims to improve their lot and raise their standard of living as high as possible. They have equal opportunities at their disposal and enjoy freedom of enterprise. Islam respects all kinds of work for earning one's livelihood, so long as there is no indecency or wrong involved. In other words, Islam provides the general principles to organize one's economic life, but leaves the mode of earning and profession to the Muslims to determine according to the principles of Islam.

Abdalati (1986) stated that:

"Whatever the individual makes or earns through lawful means is his private possession, which neither the state nor anybody else can justifiably claim. In return for this right of private possession he has only to fulfill certain obligations to the society and pay certain taxes to the state. When this is done, he or she has full rights to protection by the state, and his freedom of enterprise is secure and guaranteed".

However, Islam is a complete system, so the role of Islam becomes more clear and convincing for people when it is applied in totality. You cannot merely apply some aspects of Islam and ignore others. In order to avoid "role conflict" on the individual level and on the society level, all the aspects of Islam have to be implemented. Radwan (1982) stated that it is meaningless talking about punishment for theft in Islam without having a complete Islamic economic system in the society, or of having punishment for adultery in a society that does not follow the Islamic system for organizing family

affairs and morality, and there is no meaning in following all these systems without believing in God, (and the Hereafter).

The state has laws and regulations like any other state. Its regulations organize and protect the rights and lives of its citizens and people who live in the state. The only difference is that the regulations must not contradict Islamic ethics. These laws and regulations are subject to change according to the interests of the state and the demands of its people. However, change and development must be in accordance with the principles of Islam.

Qatari people are controlled by two major elements, the Islamic ethics and the laws and regulations of the state organizations. Since the discovery of oil, and the contact with other cultures, there has been a rapid change in their lives in all aspects, especially in their social life, and their social roles have become more complex and require more socialisation to meet with the new expectations of a new society. This change requires that the Qatari people deal with new phenomena and problems both on the individual and societal levels. In other words, a citizen has many roles in the new society; he is a father or she is a mother, an employee in an organization, member of an association, businessman citizen etc. The complexity of these roles, together with the laws and regulations of the society may create "role conflicts" in the individual and on the organization level. This research is an attempt to show that a school social worker has a more meaningful role to play in the context of the whole society than to limit their role to the students' cases within the school boundaries.

Western social role theory can be used and developed to apply to the very specific work role of school social workers in Qatari society, within the overall Islamic framework and Qatari culture. Munson and Balgopal (1978) defined role theory, "role theory is related to and a part of structural functional theory in sociology. It assumes that people occupy positions in social structures and each position has a role associated with it. The role is the set of expectations or behaviors associated with a position in the social structure, and the idea implies that roles are always to be considered in the context of relationship, since it is only in relationships that roles can be identified" (quoted in Payne, 1991, P. 154). Our perspective on our roles affects our management of them. Moreover, the role theory includes the social perspective on behaviour, so it is a useful link between behaviour problems and social environment. The role theory is a group of concepts, based on sociocultural and anthropological investigations, which pertain to the way people are influenced in their behaviours by the variety of social positions they hold and the different expectations that accompany those positions (Barker, 1987). Social role theory enables us to see the individual as he is linked with his society through the social relationships which he maintains with others. This role theory involves reciprocal relationships (one cannot be a parent unless there is a child; a teacher unless there is a student; an employer unless there is an employee), and feelings are always involved (Deasy, 1964). A lot of attention has been paid to role theory in developing processes for exploring a client's expectations of treatment and clarifying the roles of both client and worker in the treatment process (Hepworth & Larsen, 1986).

Western social role theory is a diffuse stream of enquiry which is embedded in the mainstream of sociology but it generally incorporates the following elements : (1) socialisation into the role; (2) ways in which roles are defined by those with the power to do so; (3) the degree of complexity or simplicity of the workers's task as the main determinant of the nature of their autonomy and accountability to various groups; (4) role conflict.

1. SOCIALIZATION INTO THE ROLE

Socialization is the process by which the roles, values, skills, knowledge, and norms of culture are transmitted to its individual members (Barker, 1987). Socialisation is the shaping of human behaviour both mental and physical through experience in social situations. Socialization is a process of communication and learning, through which the individual human organism develops a social nature and is able to participate in social life (Mitchell, 1979). Some of these processes operate continuously throughout life to shape and reshape attitudes, for example the media and information services. Others operate at specific stages in the life cycle, for example the processes by which a society communicates to the elderly or the sick what behaviour is expected of them, that is to say of what their roles consist.

Scientists have studied socialization of different roles in respect of a large number of organizations. Special attention has been reserved for socialization in childhood as it takes places in the home, the community and the school. Social scientists opine that early socialization is critical in determining the social identity of the child and

eventually his later participation in social life. Considerable exploration and research has been conducted on the differences between socialisation practices occurring in different social classes together with their effects. In order to explain and justify such phenomena as achievement motivation, authoritarianism, educational failure, individualization and so forth, specific child rearing practices have been invoked. The acquisition of morality, that is the development of internalized standards and values, has been of particular interest to social scientists. Durkheim and Freud, who upheld moral duty, feeling, commitment and passion as being central to the problem of the acquisition of morality, have stressed the importance of relationships with parents and parent figures in the socialization process whereby cultural values become constitutive of the human personality. On the other side of the coin are theorists such as G. H. Mead and Jean Piaget. They are primarily concerned with the intellectual aspects of moral socialization, that is moral reasoning and judgment, and emphasize the importance of relationship with peers and elders as the means by which individuals can develop a principled, self reliant and co-operative response to social life (Mitchell, 1979).

In this work, the author will present material on the training of school social workers in terms of socialisation into their professional role. This normally takes place during school social workers' university studies, their practice placements, their in-service induction when they join the service, their actual work experiences (the most important influence) and the meetings and interaction of large groups of school social workers. The author attempts to show that their training requires improvement in that students major in only one of the three social work methods of casework, group

work, and community organisation whereas the actual work situation of school social workers demands skill at all three levels and at working in a complex organization. The author will attempt to assess how socialisation into the role of the school social worker could be improved through training which is tailored to their specific work situation in a complex organization. They have to be capable of influencing the behaviour of the organization as well as of individual students, by utilising different skills in integrated ways.

The socialization of the teaching profession should also change so that teachers are informed about the school social worker's role and are prepared to make space for it. The socialisation of parents and pupils so that they could accept this role is a longer term project, and would be conducive to enhanced communication. "Role" definition will be discussed in terms of clarifying what are appropriate tasks for school social workers and what are not, and providing suggestions for improving matters.

2. POWER TO DEFINE THE ROLE

Power is the ability to control the behaviour of others even against their will and it affects all human relationships. Power plays a particularly important role in many organizations because of the diversity of interests and goals that exist among their participants (Shepard, 1987). A power group are members of a community who, because of their social status and position, influence the decisions made on behalf of the community and who have greatest access to resources (Barker, 1987). Max

Weber has defined power as, "the chance of a man or a number of men to realize their own will in a communal action even against the resistance of others who are participating in the action", that is, power consists of the ability to get your own way even when others are opposed to your wishes. However, Weber has been criticized for failing to distinguish between bureaucratic and professional authority. Bureaucratic authority is based on the tenure of an office in a bureaucratic hierarchy. The office is obeyed, first and foremost, because of the position he or she holds. Professional authority is based on knowledge and expertise. Professionals command influence because of this their specialist knowledge rather than their position in a bureaucratic hierarchy (Haralambos & Holborn, 1990).

Ismaeel (1958) describe power in accordance with Islamic thought, divided power into three kinds (a) material or physical power such as that of the body and instruments, (b) moral, characteristics that the individual seeks, and (c) spiritual power which comes from the feeling of a relationship with God, from a realization of God. He stated that spiritual power is the most powerful and the most effective in a human being. It comes from the awareness of God, and it does not stop according to the desire or power of the individual, it goes according to the desire of the creator. This is why Islamic ethics play a most important role in Qatari society.

Power is used to define the role of school social workers. There are three different levels of definition of the role. At the highest level there are Islamic ethics, followed by the directives of the Education Ministry at the middle level (whose applications is overseen by Social Education Department supervisors), and the influence of school

social workers, the head of school, teachers, students, and parents at the practice level. In this research an attempt will be made to show how the social roles of the school social workers are defined or who defines them since it appears that the role of school social workers is not sufficiently clear to them or to other people. There is a need to explore how school social workers roles are defined in this society so that people can be better socialised into them.

3. COMPLEXITY AND SIMPLICITY, AUTONOMY AND ACCOUNTABILITY

Complexity and simplicity are the degrees to which the work roles are closely defined and the worker is closely controlled by his superiors, as against the degree to which the workers have wide discretion to define what they do or have their role defined for them by those with whom they work. The degree of complexity or simplicity of the workers' task is the main determining factor in the nature of their autonomy and accountability to various groups.

Enlarging and developing Jaques' concept of discretion, Fox (1974) has used it as the basis of an ambitious and interesting analysis of organizational structure. The most significant feature of organizational structure, Fox argues, is the distribution of discretion among organizational jobs. Fox has categorised discretion on three levels: low, middle, and high. To emphasize the differences, we shall restrict our attention to the two extremes (low and high). A good number of interrelated characteristics are contained in low discretion jobs. To begin with, these jobs are heavily prescribed, constrained, limited and regulated, in various ways and by methods such

as supervision, rules, procedures, technology, work design, performance records, etc. Besides, the role begins with the presupposition that the worker cannot be trusted, of his own free will, to execute a job which fully satisfies the goals his superiors wish to see pursued, or the values they wish to see observed. According to Fox (1974) this issue of trust, is likely to create the very reaction which it assumes, as basic to the existence and design of low discretion work. It is because senior organizational members don't trust the low level members that they design work structures where discretion is minimized.

Jobs where emphasis is placed on the incumbent's expertise and knowledge; jobs which are not strictly defined and where close supervision and surveillance are irrelevant, inappropriate and even harmful perhaps, are regarded as jobs of high discretion. In such cases, co-ordination is left open to negotiation and mutual adjustment in terms of what is necessary and sensible. Conflict and failure occur as a result of training problems and breakdown in communication, and are best put right through diagnosis and discussion, rather than punishment. In comparison with low discretion work, where skills are deliberately broken down into elements, and are tightly prescribed and routinized, leaving very little room for decision making; high discretion jobs call for the exercise of responsible expert judgement and initiative over a range of issues. Enriching experiences with challenges and obstacles to overcome, and scope for the development of aptitudes and abilities, and the chance to enjoy the satisfaction of achievement are offered in such high discretion jobs. Men undergo psychological growth and realise themselves in the course of such experiences, and reach a full stature as full mature and autonomous moral agents. But low discretion

work is one which offers only the most trivial opportunities for choice, decision, and the acceptance of responsibility and is therefore one which offers no opportunities for growth to those placed in it.

In the understanding of social structures and dynamics, Fox believes that such an analysis has something to offer. Here, the implication is that trust might be an integrating idea which can be used to connect, within a coherent pattern of thought, a wide range of data, concepts, and ideas which at present tend to be fragmented among a number of sub-disciplines or specialist fields of interest.

Salaman (1979) portrays complexity / simplicity, and autonomy / accountability in terms of a conflict between employees at different organisational levels which is created by modern management ethics. According to him, considerable decision making and judgement concerning complex problems are involved in the work of the senior manager, the academic, the senior administrative, planner personnel expert. The work of the office worker, or shop floor members, is comparatively simple. Of course it is true that not all low level organizational work is undemanding, but the majority is, and the elimination of complexity and its replacement by simple, routine operations is not simply an empirical trend, but also a significant managerial philosophy. Organizational work varies in the amount of freedom permitted. Some members are free to choose their own projects, materials, advice, tools, timing, priorities, even locations. All this is of course, subject to their showing a sense of responsibility, maturity, reliability and predictability. Such extremes of freedom are rare and in reality, senior and expert organizational roles are fraught with problems

related to budget and constraints in policies, and expectations concerning levels of performance and commitment, guidelines and other limitations.

Between organization and employees, the relative differences in freedom from control and specification, and freedom to choose rates of work, work activities, priorities, and conditions are extremely significant distinctions. This comes through while comparing a senior or even middle manager with an audio-typist, or a hospital psychiatrist with a punch card operator. Blauner (1964) has suggested that:

"The powerlessness of the modern worker or employee contains a number of elements : separation of worker from ownership of products and means of production, inability to influence policy, lack of control over conditions of employment, and over the immediate work process. While the organizational executive strives to increase the powerlessness of employees, the employees themselves struggle to retain or achieve some areas of autonomy or control".

(quoted in Salaman, 1979, P. 69).

The author will attempt to give a clear description of the degree of "responsible autonomy" which school social workers are supposed to enjoy and the degree of discretion which they have in choosing what work to do, as opposed to how closely they are controlled by the supervisors of the Ministry of Education and directed by the heads of the schools. The author will discuss the degree of autonomy that school social workers actually have and its limits and what are the desirable priorities which school social workers should pursue within it and how they should be determined, e.g. through the kinds of problems being presented to the school social worker.

4. ROLE CONFLICT

According to Shepard (1987) role behaviour occurs when roles are put into action. Role behaviour takes place because people influence one another's behaviour when they engage in social interaction. Role complementarity exists when roles, behaviour and expectations of the role occupant in the social environment all fit together well.

According to Barker (1987) role discomplementarity is the condition that exists when an individual's various roles are not consistent with one another or with the expectations held by relevant others. Social scientists identify five conditions in which role discomplementarity occurs. They are :

1. Cognitive discrepancy, which is based on a lack of knowledge of what the appropriate expectations are (for example, the worker or client does not know what the other expects and thus cannot fulfill those expectations). For example, the client and the supervisors have certain expectations of the workers but have not made clear what those expectations are, so that they can not be fulfilled.

2. Status discrepancy, in which one person expects another to fulfill expectations that are not appropriate to that person's social position (for example, the client expects the worker to provide medical information while the social worker does not consider himself competent to do so).

3. Allocative discrepancy, in which one person does not choose to accept responsibility for fulfilling the others's expectations even though capable of doing so (for example, the client wants the worker to treat the whole family, and the worker wants to work only with the individual).

4. Discrepancy of value orientations, in which those who have expectations of one another have incompatible values (for example, the client expects the worker to help her end her marriage, and the worker expects to help save the marriage).

5. Absence of instrumental means, in which the reciprocal expectations are compatible but the people lack the tools necessary to carry them out (for example, the client and worker both want the worker to increase the financial supports to the family, but there is not enough money to do this).

Using the concept of role behaviour and role discomplementarity to analyse the role of school social workers can only be use within the context of Qatari culture. Which means that we have to understand the Qatari society before successfully implementing these concepts.

According to Shepard (1987) role conflict exists when the performance of a role in one status clashes with the performance of a role in another status. Role strain occurs when the roles of a single position are inconsistent. Role conflict and strain, which may lead to discomfort and confusion, can be reduced by setting priorities and segregating roles.

Mitchell (1979) believe that role conflict may be experienced by one's ego at two levels. Firstly, within his own body of roles, and secondly between his own roles and those of the other actors. If there is a discrepancy between the ego's perception of what his role should be and his perception of his actual role behaviour, this could lead to harmful effects on his self-image. This is exemplified when a school social worker brings home work from the office to improve his chances of promotion and in the role of a husband spends after-office hours with his wife and children as he thinks he should do. Mitchell (1979) also believe that conflict may arise at the second level when there is a difference in the way the ego perceives his role from the definition of his role by the occupants in counter positions.

According to Payne (1991) ambiguity in role arises when there is an uncertainty about what a particular role entails. For example, one of the difficulties of social work is that in order to maintain the special features of the professional relationship, workers tend to separate to some extent their own personal attitudes and behaviour from the behaviour expected in a professional role, and it is debatable as to how this balance may be achieved with a trend to greater equality and openness in relationship with clients. It may be professionally appropriate but one of the problems is that this form of role distance may be mistaken by clients or other observers. Intra-role conflict occurs when expectations of different people of the same role clash. For example, a social worker may be expected by the client to be immediately available during times of crisis but is expected by the supervisor to see clients only according to a predetermined schedule.

Role conflicts in professional work occur in general from : (1) social obligations to two groups which may produce contradictory behaviour (e.g. member of the school staff and member of the social work profession); (2) conflicting expectations, and therefore behaviour, relating to the same role (e.g. expected to help students with problems and expected to help the school stop difficult behaviour).

A basic incompatibility exists between school social workers and administrative action. School social workers action stems from an individual's judgement based on specialist knowledge, and they are supposed to have the liberty in making decisions on the basis of their experience and expertise. The autonomy, self regulation and individual decision making required by the school social workers comes into conflict with the hierarchical control and official rules of bureaucratic administration. According to Haralambos & Holborn (1990) a professional may experience conflict between his role as an employee and his role as a professional. As employees, professionals must follow the rules and obey superiors but as professionals they must follow their own professional judgement which might sometimes result in disregarding official regulations and disobeying higher authority. However in Qatar schools, it is very difficult for school social workers to disobey higher authority.

Confusion about the professional role and function is often a barrier to interdisciplinary communication. This has been a matter of concern in the relationship between school counselors, school social workers, and school psychologists for many years. Each has expertise which, when combined with that of the others, results in the effective provision of services to pupils. Dissonance

among the three professionals means that energy is spent on the relationship rather than on the pupil concerned. Each professional has particular professional interests, and each has had a different professional education and a different practical experience. Each is competent to perform tasks that another can also do. Since the tasks are sometimes difficult to distinguish, the responsibility for developing a collaborative working relationship rests with each member of every team. The professionals benefit from the time spent obtaining information about each other and exploring backgrounds, areas of expertise, and interests. This initial exploration establishes the foundation for a working relationship. The first step is to examine the tasks unique to each group; the second step is to list those areas which are shared. Each team may be allocated different functions. Once the initial understanding has been established, the team can more efficiently divide the labour when a problem situation arises. In this model the focus is on providing effective service for the client(s) rather than establishing the territorial boundaries of the professionals (Mears, Washington, & Welsh, 1986). This is related to interdisciplinary co-operation in schools.

There are a variety of responses to role conflict in Qatar schools including retreat and abandonment of all or part of a role. This has happened with those school social workers who have confined their work to administrative duties. On a more general level the concept of role conflict is a very relevant one to the analysis of the different populations introduced in the questionnaire survey (school social workers, Social Education Department supervisors, heads of school, teachers, students, and parents). It is also relevant to analyzing the responses where school social workers want to

work with students' problems without the involvement of other persons in the school and the family. The definitions of the tasks of the role in the appropriate places will also be indicated in this work to avoid role conflict. This definition will be extended to specify which work is appropriate to these tasks and which should be excluded. Role conflict will be discussed to acknowledge that the process of socialization does not proceed without conflicts. Role conflict will be discussed as an inevitable part of life and requiring frank discussion with the parties involved in school situations.

Conclusion

Social role theory can clarify what is going on in a situation, without blaming individuals or criticizing their behaviour or thoughts. However, proponents of more psychological ideas would criticize this approach for neglecting to deal with the strong feeling which might arise and prevent people from actually changing their behaviour or resolving the conflicts revealed.

Payne (1990) stated that:

"Role theory helps to explain how social patterns affect individual clients, its structural functional approach tends to lead to the assumption that the roles exist and are a necessary part of the pattern of society, without leading us to question whether those patterns are appropriate and might be changed for the benefit of clients and society more generally. Moreover, role theory may not offer the means of intervention in the situation because it does not provide techniques for behaviour change and dealing with emotion and personal responses to role conflicts, it merely makes them apparent".

Ruddock (1969) argues that role theory is insufficient to explain a particular behaviour on its own; many other forms of explanations are required alongside it. Nonetheless, it is a useful concept, in his view, for linking explanations of behaviour with social factors (quoted in Payne, 1991, P. 156).

Whatever the arguments about Western social role theory in applying it in non-Western culture or in Western culture, the idea of this research is to evaluate all processes of the role of school social workers which involve many roles and systems in school and society. Social role theory defines the role of a school social worker in its relationship with society which is more meaningful in the context of the whole society rather than to merely limit their role to the students' cases within the school boundaries. It is true that there is a need to explain certain behaviours or situations on their own, in this research analysis for the role of school social workers will be used, and whenever there is need to explain certain behaviours or situations on their own, the social role theory will be used not as a replacement for psychological concepts, but as supplement and complement to them.

Deasy (1964) stated that:

"Role theory enables us to look at the structural component in a society. The perspective is external to the individual, impersonal, perhaps even depersonalized to an extent. This can be at once an advantage and a disadvantage. The structural components of the society, as they are manifested in role expectations, provide the limits within which each person must carve out his own unique combination of roles, which comprise the substance of his interaction patterns. Role theory enables us to observe the regularities in human behaviour, and of course points up the irregularities, providing a norm of what is "appropriate" against which to measure that which is inappropriate. But it does not explain why some people depart from expected behaviour

patterns. Why individuals make the choices they do, from among the alternatives which are available, may be partially explained, but cannot be understood completely through such analyses. Thus one would wish to see social role theory utilized not as a replacement for psychological or psychoanalytic concepts, but as supplementary, and complementary to them. Monocausal theorizing is not likely to help in the treatment of complex human beings confronted by complex human problems".

Social role theory is taught extensively at the University of Qatar, but there is a need to develop new ideas which can be more successfully implemented in this particular culture. Social role theory will be used as an analytical tool to evaluate the role of school social workers in schools in terms of components (socialisation into the role, power to define the role, complexity and simplicity, and role conflict). This would provide an evaluation of the role of the school social worker in the elements of role theory and an evaluation of the social role theory as it can be applied in an Islamic country with Islamic conceptions of role.

CHAPTER IV

SOCIALISATION INTO THE SCHOOL SOCIAL WORKER'S ROLE

In this chapter, the author will present material on the training of school social workers in terms of socialization into the professional role. This takes place during the school social workers' University studies, their practice placements, and their in-service induction when they join the service, their actual work experiences (the most important influence) and the meetings of large groups of school social workers. To improve socialization into the professional role of the school social workers, the information in support of the idea will be briefly summarised, and the proposed remedies will be set out to show that socialisation into the role of the school social worker can be improved through training to the specific situation of the social worker in a complex organization who has to be capable of influencing the behaviour of the organization as well as of individual students.

Students of the Social Work Department in the Humanities and Social Sciences Faculty at the University of Qatar have field placements as part of their training. There is no choice for the social work students regarding field placements in the matter of what setting will be more suitable for each student. Every student in the Social Work Department has to take four field work placement courses, two courses in the third year in schools, and two courses in the fourth year in medical field institutions. In the third year of their studies, the social work student practices one day per week in a school, for two semesters, under the supervision of a school social worker. There is a meeting at the beginning of the year to assign each social work

student to a school. Selecting a school for placement of a student social worker gives that school recognition. The school social worker gets remuneration for participating in this process. The instructor in the Social Work Department and the school social worker are responsible for supervising and evaluating the work of the student at the end of each semester.

There is a 'practice curriculum' which contains general guidance of what field work should contain. However there is a need to specify skills in which the students are able to demonstrate competence by the end of the placement. The Social Work Department should improve the quality of fieldwork by having more practice oriented courses. Even though this placement time includes supervised responsibility for 'casework', 'group work', and 'community organization', the social work students spend most of the time in just the observation of the school social worker to whom they are attached. There is a need to extend the field placements of the students' social work so that they can benefit more. The Social Work Department shares this view and believes that one day a week is not enough. However, it is not possible to extend the field placements now since they are controlled by regulations and plans at the University of Qatar.

The Social Education Department supervisors and field work supervisors at the Social Work Department tend to choose school social workers with more experience to supervise the social work students. However, there is no specific method of selecting school social workers to whom the students are attached for field placements, and there is no extra training to help them enable the students to learn. There is a need

to prepare social work students at the university by providing them with more experience and have more field placement time. The Social Work Department should extend the field placements for social work students at schools, improve the quality of field placements, and choose schools that have good school social workers for field placements so that the social work students get good supervision.

School social workers should have unique personalities and characteristics. The successful school social worker should have the appropriate principles, values, and abilities to deal with all kinds of problems. He or she should be able to cooperate, and be a team player who has successful relationship with students, teachers, school administration, and the society. These characteristics should play an important role in a student's decision to major in Social Work at the University of Qatar and in choosing school social workers to supervise social work students. The Social Work Department at the University of Qatar should interview the students before they choose to major in social work and choose them according to their personality characteristics that suit this kind of work, concentrate on field placements and increase them from one year to two years in schools, and the Ministry of Education should employ persons who have majored in social work as school social workers since they are more aware of the nature of their work in schools. The movement of school social workers should be more flexible and they should have more authority, especially in the case of female school social workers that would develop their personalities and that of the girl students. The school social workers should have flexible personalities, be calm and able to accept any situation. This depends on the individual's personality and qualifications as a school social worker. The school

social workers must be friendly with everybody in the school; aware of the situation of all the students in the school; active, experienced, with attractive personality and capable of solving problems confidentially, and establishing contacts between the society and the schools.

The report which the social workers to whom students are attached have to make to the university about their performance on the placement, is developed by the Social Work Department and has three parts:

1. The development of the personality of the social work student, such as morals, principles, relationship, responsibilities.
2. The development of the professional role of the social work students, such as their ability to use the resources of school and community, the ability to use the methods of social work (case work, group work, community organization).
3. The development of the administrative role such as attendance, organizing and participating in school committees, evaluating the school activities.

The report contains general goals, but there is a need to specify skills through which the school social workers can evaluate the students. The Social Work Department should improve the report by having more specific skills. The report includes the methods of social work 'casework', 'group work', and 'community organization'.

However, it does not show how the school social workers can measure the development of their social work students in applying these methods. In reality, the school social worker's evaluation of the social work students, depends mostly on their subjective observation of the students.

Social work is a profession dealing with those who need help with their personal and social problems and is aimed at reducing the suffering of individuals, groups, or even the community. Social work education in Qatar is divided into three areas: case work, group work, and community organization. Social work administration, social planning, social work research and social policy are also important aspects which are included in the social work students' education. These are the basic components of the study at University of Qatar, and are seen in study courses, fieldwork practice, and the research (data collection and reporting) done by students. Every method of practice includes the following:

1. A "method", through which the social worker attempts to make it easier for an individual, group, or community to interact fruitfully with the environment by making useful changes in the environment or suggesting changes to the individual which can be of help to those in need.
2. Its "process", the social worker follows certain steps of a plan to reach certain goals.

3. Its "art", the practical science which depends on the abilities of the social worker in using human sciences to make effective necessary changes in the individual or environment.
4. Every method of social work practice looks at the client (individual, group, or community) as a unique unit, each unit with its own peculiar problems.
5. Every method of social work practice is provided through social welfare organizations and incorporates such human values as respect for the individual, belief in individuality, the abilities of each individual, and the right to freedom.

The National Association of Social Workers (NASW) defines social work as follows:

"Social work is the professional activity of helping individuals, groups, or communities to enhance or restore their capacity for social functioning and creating societal conditions favorable to this goal. Social work practice consists of the professional application of social work values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; providing counselling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve social and health services; and participating in relevant legislative processes. The practice of social work requires knowledge of human development and behavior; of social economic, and cultural institutions; and the interaction of all these factors".

(Barker, 1987).

The definition can be considered the same for school social work within Qatari schools but the implications are different. The school social workers in Qatari schools are having difficulties in getting their own interpretation of social work values, principles, theories, and techniques accepted within the education system in Qatar. The chief difficulty that is related to the use of social work methods in Qatari schools is that the students learn theoretically the methods of social work at the university but are not able to apply them when they begin working in the Qatari schools. In other words, how do they practically apply these methods in the course of their work with the Qatar schools? It seems surprising that these questions are not addressed during the practice placement on their training course at the University. There is no conflict in their use of American and Western methods within Qatari schools, but the application should be taught rigorously at the university within the tradition of the Qatari society.

Since the establishment of the Social Education Department (which employs school social workers) and the Social Work Department at University of Qatar the classification of methods of social work has been the same in the training curriculum at the Social Work Department and in the school social workers' work. However, human nature is always changing, and human problems and needs also change, and so the social work methods should also change. There is a resistance to changing the methods of social work in the Social Education Department and the Social Work Department. The reasons being, that they have become familiar with these well-known methods. Another reason is that they do not have any choice due to the lack of research on alternative approaches. This does not mean that the classification of

social work methods is wrong or it is not suitable for Qatar social work education or the role of the school social workers. However, it has been used for a long time, and people always change, so there is a need to examine the nature and content of these methods from a new perspective and evaluate their adequacy for Qatari society in general, and school social work in particular.

Some school social workers, in Qatari schools, use an integrated method that includes case work, group work, and community organization. Some state that they have difficulties in practicing either one method or an integration of all methods. In other words there is no specific method used by the school social workers in Qatari schools, and the one used in dealing with the students' problems and the school activities depends on the personality of the school social worker and the human knowledge they have.

The problem is that methods of social work exist in university education and in the records of school social workers but do not exist in the actual work of school social workers. This causes many problems and confusion for them since they learn something and practice something else. There is a need to understand and find out what are the reasons for this dilemma. Is the problem in the school social workers' role or in the teaching of social work methods in Qatari education? It is actually in both. There is a further need of practical training for social work students in using the methods of social work, and provision should be made for enabling the use of different kinds of methods by the school social workers. This would give them a greater choice in determining the kinds of methods that would be suitable for every

situation. Besides, if the school social workers do not make the effort to practice the methods of social work, their role becomes more administrative than professional.

The social worker in schools should not be specialised in either case work or group work or community organizations. Majoring in just one discipline will not serve the professional work of the social worker, because this does not help the school social workers to have the required degree of flexibility. Elghazzawy, 1983 considers that the traditional role of the school social workers (case work) has three major weaknesses:

1. They focus on the client or clients.
2. The theory deals with an individual or situation only instead of also focusing on the interaction between them as well.
3. They have a single specialisation, the school social worker tackles the problem with a particular point of view only instead of a complete evaluation for the interaction between the client and the situation.

The role of the school social workers should be as mediators between individuals and institutions that they deal with, as Hancock (1982) noted in his study that:

"School social workers cannot afford to spend all of their time "rescuing" individual children but must work toward making changes where and when it is feasible, which will assist larger groups of students and prevent problems from developing. Case work should not and cannot be abandoned. There will continue to be children who need special help and, for one reason or another, cannot receive this help by referral to other resources. Crises require immediate attention but, once the emergency is over, the school social worker must usually refer the child for long-term treatment, if needed. The main focus must be on preventive and corrective measures and may take many

forms, such as conducting parental guidance programs, helping families cope with the new life styles, establishing neighbourhood support systems and working toward changing some of the present school practice. This kind of focus still involves caring about and helping the individual child, but the helping is directed toward a broader target".

The students major in only one of the three social work methods, whereas, the actual work situations of the school social workers demand skills in all three methods and working within a complex organization, and all of it to be used in an integrated manner to improve socialization into the professional role. Academic social workers should adopt the studies about the integrated method of social work in order to have a new model of social work based on practice and knowledge (Hussain, 1992).

The implementation of single method does not work, since the natural role of the school social worker is to deal with several elements in the school and society, and single method specialists assumes having multiple social workers in each school which would be very difficult to implement. Moreover, it will be difficult to determine who is more qualified to deal with students' problems or school activities, for example. Besides it will not be fair to the school social workers since each field of school social work requires a different amount of time and effort. Students' problems, for example, require more time and effort than doing research work. However, the author suggests using the integrated method in the social work teaching methods and the school social workers' practice in school to enable them to use all methods that are taught at the university and any other methods that may enable them to use all their knowledge and techniques of social work to gain skills in order not only to solve students' problems but also to make changes and development in the school and the over all society.

However, there is no academic harm in having sections in the Social Education Department for students' cases or schools' activities. These sections would supervise and try to develop the role of the school social workers in all these fields. Thus, it is clear that students should study all the methods to improve socialization into the professional role. The role of the school social workers has to cover all issues that are related to the school and society, and the school social worker should be a leader in all such activities that relate education to our daily lives and they should be aware of the social change that is constantly happening in our society. So, the school social workers need to follow the latest developments in the social work field and other sciences.

Even though the teaching is in formal lectures and structured discussions of cases drawn from the students' practice placements, and the University teachers visit the placements to discuss with the school social workers, they fail to find a basis to link the theory and practice with the students and the school social workers. The University of Qatar and the schools focus on providing information for students rather than letting the students learn how to express their ideas and opinions, so ultimately they do not learn how to stand up for their rights, being faithful to what is expected of them. This was reflected in the school social workers as well as the students. There is a need to make the teaching system in Qatar more flexible, and not just focusing on teaching, so that the students understand when to say "YES" and when to say "NO".

Some school social workers do not believe enough in the abilities of social work students, and some social work students are not very helpful and cooperative in this matter. The relationship between the school social worker and the social work students is not strong enough. The school social worker should understand that all social work students have some abilities and can be very helpful in some students' problems, and their participation is essential in this matter. There is also a need to make social work students believe in themselves and increase their self-esteem and confidence by allowing them to express their opinions and to contribute to the school.

The Social Work Department does not teach students of the Education Faculty about social work therefore, teachers do not learn enough about school social work. The Faculty of Education and the Social Work Department at the University of Qatar should cooperate more in conducting courses about social work and education. The school social work course in the Social Work Department, at the University of Qatar, should be compulsory for all students who are in the College of Education.

The degree of integration between the university-based part of the course and the actual work in practice placement during the course, is not sufficient. Because of the difficulty in linking the theory with the practice, the school social workers make themselves so busy with recording and other clerical work that they do not have enough time to use social work methods with student's problems. There are significant differences between male and female school social workers in using social work theories and techniques. Males found more difficulty, as there are more female school social workers per pupil.

From the conversation and other communications that I have received from school social workers concerning the relevance of their training to their actual role, there is a significant difference between a Qatari and a non Qatari in matters of using social work theories and techniques in dealing with students' problems because the Qataris have been trained at the University of Qatar, and they are more exposed to the Qatari culture which gives them an advantage for using the social work theories and techniques in Qatari schools.

There is a significant difference between the school social workers with sociology major and with social work major in matters of using social work theories and techniques in dealing with students' problems. The big issue now in Qatari education system is: Are school social workers with a sociology degree qualified to work in Qatari schools as school social workers? The answer is no. They do not take all the necessary courses and practice that would qualify them to work in schools. The schools should employ only persons who have majored in social work. Employing school social workers without social work degrees will badly effect the role of the school social workers in the education system of Qatar. A study by female social work students (1991) have recommended that a graduate with social work degree only should be hired as school social workers, since they have the required education and training for handling all cases. School social workers who have sociology degrees have serious difficulties in understanding the nature of their job especially in dealing with students' problems because they haven't taken courses about social work and the nature of the role of the school social worker.

After a graduate of the Social Work or Sociology Department of the University of Qatar has been hired as a school social worker, the Social Education Department is responsible for his or her initial training. This training is vitally important in improving the skills of the school social workers and as a means of providing them with the most up-to-date education and information in their field in order to improve the quality of their role. Programmes are organized to improve the skills and knowledge of school social workers in conjunction with the Training Section of the Ministry of Education. Workshops are conducted in subjects related to social work and education.

New school social workers are introduced to the customs of Qatari society, programmes and rules of the Social Education Department through visiting sections of the department, and by visiting some schools and organizations which deal with the department.

In the author's opinion, the continued socialisation of school social workers after appointment could be improved by the following innovations : School social workers should have a probationary year before being confirmed in their post, doing which they are closely supervised by the ministry. There should be a permanent programme of post-qualification training, including exams and rewards, in the areas of development of social work, social work research, social psychology, educational counselling, dealing with misbehaviour, health training, first-aid and dealing with physically ill students, should be encouraged and organized. The social workers should involve themselves in all the fields of social work. The socialisation of school

social workers also could be improved through the meetings of large groups of school social workers. I think the content of such meeting is interacting as a way of learning the 'norms' of school social workers behaviour.

As part of their role, school social workers have to produce a research report each year for the Social Education Department. At the moment no apparent use is made of this work. There should be incentives to produce good research. The Department should publish the best research and make it available to school social workers, school libraries and the University of Qatar. The authors should be provided with seminars at which their findings could be promoted and discussed. The Department should provide further training in research, perhaps through the University of Qatar.

Some school social workers, after graduating from the University and working in schools, have stopped following new developments in social work. School social workers should use scientific methods and keep up-to-date on new developments in their field. The author suggests having academic evaluations for school social workers to refresh their knowledge and to encourage them to keep up with new developments in social work and education. These evaluations can be oral and also include a written exam taken every two years and it can be set by the Social Education Department in cooperation with the Social Work Department at the University of Qatar. This would require an information service of current research work done to be provided to the school social workers.

If the school social workers want to effectively limit the problems in schools, they need to look for the development of new models of works in schools that would help them in finding out ways to make the necessary changes in the education system instead of just a traditional role which focuses on the individual and which considers the social and emotional characteristics of students and their families as the main thing in determining the problem. However, we find the school environment, the kind of policy the school social workers follow and how this policy effects students or the affairs of society, are not considered very important in forming opinions of people who follow the case work method. Leba B. Costin, (1975) concludes that not only should the dysfunctional child be the focus of the school social work but the school and/or community and/or parent sub-system could be modified. The problem pool in this model is much larger than in the traditional school social work model. School social workers should be able to assess pupils' problems in the context of school community relations. In a similar model proposed by Norma Radin, (1975); social workers have a multiple role, they must deal with social organization factors, school deficiencies and policy matters. The training of the school social workers must be very comprehensive, and evaluation should be part of any school social work program.

The socialisation into the role of the school social worker could be improved through improved training. School social work deals with a complex phenomena of pupil-school-community interaction. In order to successfully meet the requirements of a high pressure society, the school social workers require specialized skills. Costin, (1981) states that as such, the social work professional plays an important role in the

school, facilitating the learning processes of students. Success in schools, means proper training of school social workers. Anderson, (1974) states that the key to the success of the programme lies in maintaining the credibility of trainees by means of proper accountability. School social workers will take some time to understand the importance of establishing credibility and accountability.

The role of the school social workers is affected by the economic and social atmosphere of the society. The personal life of the school social workers, and what happens in their society and region, affects their behaviour too. There are some social and personal barriers that control the role of the school social workers and their social status in schools. Some organizations and people in society do not cooperate and participate in school activities. Some school social workers do not make the effort to attract members of the society to participate in school activities. This is why school activities are limited to the school boundaries alone. The role of the media in respect of the role of the school social workers and the students' problems is not satisfactory. The media can play a better role in explaining the role of the school social workers to the parents and the society in general.

The type of difficulties that face the school social workers represent the nature of the Qatari society and the atmosphere of the schools' environment. Any effort to improve the role of the school social workers has to come from their society. Understanding the society is the first clue to solving the difficulties they face, the understanding of the school environment, the systems, that have any relation with the role of the school social workers, either individuals, such as the education authorities

or family members or organizations such as the Social Work Department. In other words, in order to improve the role of the school social workers, there is a need to focus on all the aspects of the society that influence their life, either in schools or at home and since all Qataris are Moslems, anything related to Islam is very important. School activities have to emphasize Islamic values. School social workers need to infuse their role in schools within an Islamic atmosphere and teaching, and not have any kind of activities that contradict Islam.

Finally, the most influential part of socialisation does not take place in this formal training system at all and comes from socialisation into the culture and family which generally forms the foundation for the development of the school social workers' own convictions. But in this context the difficulties of applying Western non-directive methods in Qatar will be dealt with in the conclusion chapter.

CHAPTER V

WAYS IN WHICH THE SCHOOL SOCIAL WORKER'S ROLE IS DEFINED BY THOSE WITH POWER TO DO SO

In this chapter an attempt will be made to show how the social roles of the school social workers are defined and who defines them. Role definition will be discussed in terms of clarifying what are appropriate tasks for school social workers and what are not, and technical suggestions for improving matters incorporated. The ministry's definition of the tasks of the role, will be indicated in the appropriate places. This definition needs to be extended to specify which work is appropriate to these tasks and which should be excluded. This need for an extended role definition is another theme, and the information which supports it is briefly summarised and the remedies specified.

DEMOGRAPHIC INFORMATION

There are 251 school social workers in Qatari schools, 77 male and 174 female. The number of school social workers in Qatar is expected to reach over 300 by the year 1994 . There are 77 school social workers in Qatari boys schools, 23 Qatari and 54 non Qatari. There are 174 school social workers in Qatari girls schools, 174 Qatari, and no non Qataris. Amongst the 77 school social workers in Qatari boys schools, 51 have a social work degree and 26 have a sociology degree. Amongst the 174 school social workers in Qatari girls schools, 117 have a social work degree, and 58 have a sociology degree (Social Education Department, 1991).

According to the records of the Ministry of Education, with the increasing number of students, there is one male school social worker for every 400 students, which is a large ratio of students per school social worker and it is very difficult for them to handle such a large number of students. In the girls schools, however, there were two or three school social workers in every school. There were more female school social workers than male because all female school social workers are Qatari as society allows women to work only in certain places such as schools and hospitals. Therefore they do not have a wide range of choice. The government of Qatar is also responsible for providing qualified Qataris with jobs.

There is a need to increase the number of social workers in Qatari schools, especially in the boys schools. In some schools outside Doha there is no social worker at all, especially in the boys schools. The Social Education Department stated that the number of students in some schools outside Doha is very small, and so there is not much need for a social worker. The issue here is whether the need is not as great for social workers in the schools outside Doha as it is for teachers. The Social Education Department has to find ways to encourage social workers to work outside Doha. For example, they could suggest that the Ministry of Education increase the salary of school social workers who are willing to work outside Doha, as an incentive.

Results of the analysis of the demographic data of respondent school social workers are presented in appendix H (demographic information of the participants, school social workers). The total number of participants was 74. Of whom 24, or 32.4%, were male, and 50, or 67.6%, were female.

Out of the total of 74 there were 55 school social workers, or 74.3%, who were Qataris and the remaining 19 or 25.7% were non-Qataris. The reason for not having many Qatari male school social workers is that they have the option to work in other places where they can earn a good salary and not work as hard as the school social workers have to. Recently, male Qataris have started to work as school social workers. With the increasing number of students who are graduating from the University of Qatar, there is a need to increase the number of male Qatari school social workers by increasing their salaries, and showing them the importance of having Qataris in this job since they are more aware of the culture and the problems of Qatari society.

The number of Qatari female school social workers is reasonable at the present time. All female school social workers in Qatar's schools are Qatari, since the custom of Qatari society allows women to work only in places where there is no mixing of males and females. The problem here is that after a few years, girls schools will be full of female school social workers, and schools will no longer be able to hire more. There is a need to establish alternative places where female social workers can work. There is a need to establish new fields of social work that can employ more social workers in harmony with the Qatari customs, such as dealing with the elderly, families, or in the medical fields.

Again, out of the total of 74 there were 57 school social workers, or 77.0%, who had majored in social work and 17 school social workers, or 23.0%, who had majored in sociology. The Ministry of Education prefers to hire applicants who have a social

work degree since they have more knowledge about the work in this field. However, there are no regulations to prevent the Ministry of Education from employing those who have sociology degrees as well. According to the Social Education Department, the University of Qatar contends that those who have sociology degrees are not qualified to work as school social workers. This issue is still unresolved. The study believes that those who have sociology degrees are not qualified to work as school social workers, and if the Ministry of Education continues employing them the level of school social workers in Qatari schools will go down. The student who graduated with a sociology degree can work as a teacher with minimal training, but not as a school social worker without considerable on-the-job training.

Again, 50 school social workers, or 68.5%, of the total were married, and 23 school social workers, or 31.5%, were single, and one case, or 1.4%, gave no answer. Even though the majority of school social workers were married, 31.5% were single which is considered a problem, especially for women, according to the values of the Qatari society. The belief is that when a person marries, they become more stable, and more able to help others. There is a need to study this phenomena, and find the reasons and solutions for this problem.

41 out of the same group of school social workers, or 55.4%, were at preparatory schools, and 33 school social workers, or 44.6%, were at secondary schools. The number of school social workers among preparatory and secondary schools is reasonable. However, we found some schools outside Doha which did not have a

school social worker thus affecting this research and the students' lives in schools.

Years of experience on the job of school social workers' responding ranged from less than one year to twenty eight years experience with the majority, 78.3%, having less than 10 years experience at the time of the study, and 30.4% ranging from three to four years. Even though there are some very experienced school social workers, the majority do not have much experience and this affects the job performance of school social workers. However, young people always demand improvement and new ideas and skills. With more training the role of these inexperienced school social workers can be improved.

THE ROLE OF SCHOOL SOCIAL WORKERS

The role of the school social workers covers the school administration work, students' problems, school activities, research and social study (Ministry of Education Circular No. 59, dated March 10, 1989).

1. School Administrative Work

Social work has a major role in school administration, primarily in the role of the social affairs of the school. The role of the school social worker in the school administration works as follows:

1. To develop the social education plan and the timetable for it and to apply the Social Education Department plan (covering school activities and community activities) in the school at the beginning of the school year. The social worker schedules the programmes of the school and sends a copy of the schedule to the Social Education Department.

School social workers stated that the social education plan is not flexible enough. They believe that the plan should include only general guidelines and the details of the plan should be left for the school social workers to develop according to the circumstances of every school. The Social Education Department believes that the plan reflects the policy of the Ministry of Education, and it is developed according to plan outcomes over the past years. The Social Education Department believes it is their responsibility to develop the plan rather than leaving it to the school social workers. The researcher suggests that, for better results, the Social Education Department should consult the school social workers about the social education plan before they develop it.

2. To develop and formulate the budget of the social educational plan for the school and organize the social education budget requests of the school according to predetermined financial policies. The school social workers of the boys' schools send their budgets to the Social Education Department and the social workers of the girls' schools send their copies of the budget to the Girls Education Department.

The amount of the budget for social education is determined by the number of students in each school. In some schools the budget for social education is not enough while in other schools it is adequate. The study suggests that the amount of the budget should be determined according to the amount of activities in each school instead of the number of students, which would create some kind of competition among schools to have better and more activities.

3. To prepare monthly, term and annual reports about the work of social education and annual and term reports concerning the social education activities of the school.

The school social workers complain that there is a huge amount of routine clerical work which requires writing reports that take a long time when they could actually use this time to help the students and organize more activities.

The Social Education Department supervisors believe that writing the reports is very important; it is a way of knowing whether the school social worker has applied the social education plan or not. They also state that writing reports is a way of evaluating the school social workers. The study suggests that these reports should be short and brief instead of being lengthy, leaving school social workers more time for school activities and students.

4. To review the students' cards.

The students' cards are used to record the academic, family, and social history of the student. Unfortunately, according to heads of schools only a few school social workers review students' cards. The information on the students' cards is inaccurate and is not up-to-date and should be remedied. The study believes that there is a need to change the students' cards for new ones which should be smaller, easier to store and review, and could include more information concerning the student's family and health. The Ministry of Education needs to think about introducing computers in the work of school social workers, whereby every student in the Qatari schools would have a file in the computer which would make it easy for school social workers to study the case of the student and exchange information with other school social workers.

5. To evaluate school activities.

The school social workers are concerned with evaluation but in fact few of them follow scientific methods in evaluating school activities. In analyzing evaluation records of school social workers, many of them stated that even though they achieved their goals they felt it unfair as not every one can achieve their goals. Some school social workers in Qatari schools do not admit making mistakes, and when programmes go wrong, do not report it. Social Education Department supervisors should encourage school social

workers to make fair evaluations in order to learn from mistakes, and not to repeat them. The school social workers also need more training in following scientific methods in making evaluations.

6. To prepare and organize the school files and records of the social education activities and the Social Education Department records of the school to improve the quality of the work. The records include the social worker's records, case work records, school groups' records, school council records, all the decrees and circulars from the Social Education Department in separate files so they can be easily referred to at any time. The social worker is solely responsible for these files and should submit the records to the school administration if he or she is transferred.

Recording (keeping records) is an important aspect of the work of the school social workers. But how important is it that the school social workers spend such a considerable amount of time in recording? Is it more important than students' problems or school activities? The answer is no, but, recording is a part of solving students' problem and organizing school activities. There is a need to make the reports shorter, more organized, and have more printed files and forms for administrative work, so that the school social worker does not spend an excessive amount of time in recording. The study strongly advocates the introduction of computers into the school social worker's work which will solve a lot of problems especially problems related to reports and recording.

7. **Doing assignments given by the head of the school.**

Article 13 of the role of school social worker in the Internal System for the primary, preparatory, and secondary stages in the Ministry of Education in 1974, states that the school social worker has to do any assignments given by the head of the school. Some school social workers want this article repealed. They do not mind doing what the head of school asks them in most cases. However, they stated that there should be a limit to what the head of school can ask them to do, to prevent the head of schools' demands from becoming excessive. Some school social workers complain that heads of schools involve them in a lot of administrative work which limits the time they can spend with students' problems and school activities. They also said that heads of schools involve them in activities not related to their professional role such as clerical work.

2. **Students' Problems**

School social workers in Qatari schools deal with students' problems in order to try and solve the problems of the student or reduce the suffering they are experiencing which affects their studies and relationships with family and society. Students' problems is one of the most important aspects of school social work. The Ministry of Education Circular No. 59, dated March 10, 1989 states the role of the school social worker in the field of students' problems as follows:

1. Finding and studying cases involving absenteeism, low achievement, drop outs, economic status, health, psychological problems, and social problems. Professional techniques are used to follow a basic sequence of study, diagnosis, problem solving, and follow-up, using the Case Study Guide that the ministry provides for social workers in studying individual cases that need long-term treatment (this will be discussed later in this part of the chapter).
2. Applying the Ministry's decrees and circulars regarding dropout students, maximum age of students in every stage, and financial assistance for students.
3. Providing advice and guidance for individuals in crisis situations.
4. Taking care of and helping gifted students to improve their abilities to study and helping prepare disabled students to adapt to society without serious difficulty.
5. Cases requiring administrative decisions outside the school can be referred to the Case Work Section of the Social Education Department of the Ministry of Education.

The number of students cases that were reported in the Annual Report for the year 1990/1991 was 22,601 or 35.5% of the total number of students which was 63,596 students. There was an increase in the number of student cases by 8.13% or 5,656 students, from the year 1989/1990 where the number of cases were 16945 or 27.37%

of the total number of students which was 61,914 (Social Education Department annual reports, 1990-1991). The increase in the number of cases, related to Qatari society in general and the schools' environment in particular, is a direct result of development. As a result of development, life has become more complicated and new kinds of problems occur. For that reason the school social workers should prepare themselves to deal with this change in society by understanding the nature of these new problems and gaining new techniques and skills to deal with them.

These large number of cases for 1991 include all kind of students' problems, most of them were either non-serious, or administrative in nature (financial and academic discipline cases). However, 496 cases were reported that needed long-term and special treatment (Social Education Department, Annual Report, 1991). Is there a big difference between the cases in general and the cases that need long term and special treatment? This may be doubted; firstly, in many cases the school social workers do not have enough time to deal with students' problems that need long-term treatment, since the school administration involves them in a lot of routine administrative work as mentioned before. Secondly, for serious problems many students seek help from the family, and hesitate to ask for help from the school social workers. Thirdly, some school social workers dislike report writing, so they do not report some of the students' cases that need long-term treatment even if in reality they deal with these cases. Lastly, some school social workers do not make the effort that is required to go into the students' problems in depth. They do not search for the underlying cause or causes of the problems, but would rather deal with it as a crisis situation that

requires short-term treatment. This is an example of a student's case that can be considered as normal behaviour while in fact it is more than that:

"Qatari Student, male, 13 years in the first grade of preparatory stage. This student was physically big for his age and frequently beat up other students. In the beginning the school social worker considered the student case as misbehaviour and dealt with it accordingly. However, there was no improvement. The school social worker called his family and became more aware of the underlying causes of the student's problem. The student lives with his father in Qatar while his divorced mother lives in Saudi Arabia. The student cries every night and wants to see his mother. The school social worker finally succeeded in convincing the father that the behaviour of his son was because he was missing his mother. The student went to see his mother and after several visits his behaviour changed. This is a very good example of how important it is to probe for the underlying cause in students' problems for better diagnostics and good treatment".

The 496 long-term treatment cases are not a high percentage out of 63,596 students. However, the school social workers think that the number of long-term treatment cases will increase unless the school administration provides enough time for them to study more cases or the Ministry of Education increases the number of school social workers. This would provide the time to deal with more cases and to change the attitudes of students towards seeking help from school social workers.

School social workers have difficulty in dealing with students' problems, like low academic performance, behaviour problems and absenteeism. Female social workers believed that girl students had more academic problems than absenteeism, while male social workers believed that boys have more absenteeism problems than academic problems. With economic growth some families spoil their male children by buying

them cars while their children are students in preparatory or secondary schools. The boy students take their cars and go everywhere but to school! Some families do not follow the academic performance of their children to such a degree that they do not even know in which grade their children are enrolled! On the other hand, with girl students who have academic and absenteeism problems, these are more likely related to the situation at home, the greater the family problems the less the girls will care about studying. Some girl students in the secondary stage do not care about studying because of the psychological make-up of the teenager, especially mother-daughter conflicts; some girl students in this situation want to get married so that they can move out of the house.

Qatar is presently economically sound which tends to make students use their monetary assets unwisely. Still, there are students who do actually need financial assistance in order to continue their studies, especially non-Qatari students. The economic problems category covers different things. It means that students are eligible for financial assistance according to the standards of either the Ministry of Education or the school cafeteria. Qatari society is considered a rich society and as more and more students become eligible for financial assistance it means the economy can afford financial aid to these students. However, there are students who need financial assistance not merely to ward off hunger but to live up to the standards of the Qatari society. Some non-Qatari students need financial assistance to support their family's lifestyle, so they can study with fewer worries about economic problems and thus improve their ability to study.

Being a wealthy country creates different kinds of problems as compared to poorer countries. Students who have a liberal allowance from their parents for the most part of their schooling may spend this money on drugs, drinking, or pornographic movies and magazines. Having a lot of money and a nice car has changed the mentality of some students. Some students think they are rich, so why do they need to study or work hard to achieve academic excellence? The role of the school social worker is very important in advising students that money without education is worth nothing and in order to secure the future one needs a good education. The family might be rich today, but one does not know what will happen in the future, especially when the parents are not around to provide you with a safety net. Education not only secures the student's future but also develops the student's personality as well as instilling mental discipline, which makes people respect an educated person and makes such a person useful for God (ALLAH), country, family, and self.

The school social workers differed as to the degree of the importance of behaviour problems. The male school social workers tend to spend more time dealing with behaviour problems since boy students tend to have more behavioural problems than girl students (Social Education Department, Annual Report, 1991). One reason for this greater incidence of problems among boy students is that they are more physically robust, and ready to misbehave with other students and teachers, and they have more freedom than girls, which places them more in the risk bracket of being involved in bad and immoral behaviour. Developing a plan for the future is seldom a clear cut goal, and the school social workers tend to concentrate on dealing with present student cases or students who already have problems. The school social

workers should understand the fact that the prevention of problems is more important than solving problems.

Behavioural problems are those such as disrespect for authorities or parents, students abusing each other, vagrancy, lying, stealing, smoking, drug abuse, and immoral behaviour. In serious cases of behavior problems other organizations become involved in the problem, such as the police and the courts. Unfortunately, when such organizations become involved in the problems of the students, the need for a school social worker is no longer seem as appropriate. There is not enough understanding of the role of school social workers in dealing with problems of the students by the police and courts. In dealing with serious misbehaviour of students there is a need to establish a reform school or alternative education (special education) where students who have been involved in serious misbehaviour patterns try to learn from their mistakes in a setting that is more conducive to character reformation than jail or prison, where they become associated with hardened criminals and simply learn how to become better criminals. There is also a need to have a special juvenile court instead of taking the students with criminal charges to a regular criminal court. This juvenile court could assign punishment that would be suitable for juvenile delinquents such as community service or refer them to reform schools.

The study is limited by laws, regulations, and an unwritten Qatari law (custom) in discussing immoral behaviour, and one cannot go into detail about the incidence of this kind of behaviour in Qatari society. The immoral behaviour delinquencies of students are always kept secret according to the regulations of Ministry of Education.

This comes from their belief that the best way to deal with these kinds of problems is to keep them out of the public eye for the benefit of the students, their families, and the society as a whole. Issues relating to females in Qatar have always been a very sensitive matter. All the sensitive problems of girl students are kept secret and not aired in public in the manner of the Western mass media. The regulations of the Ministry of Education have not allowed any kind of study about the sensitive issues, such as sexuality, to be published or otherwise released to representatives of the mass media. The Qatari traditional view is that the publication of studies on these kinds of problems will only make them worse, which is why such publication is considered against Qatari social customs. This study respects the regulations of the Ministry of Education in this area and will follow it, touching on only the problems of girls in Qatari schools to the degree that the regulations allow.

The researcher is not sure that the figures include all behaviour cases since most of the serious incidents are kept out of the public eye. It is clear, however, that female students are more often seen by school social workers for certain kinds of behavioural problems than the male students. The behaviour problems of girl students are mostly problems with the school staff, especially teachers. Most teachers are relatively young and also part of the oil generation that has never known the earlier hardships, like the girl students themselves. These relatively young teachers are also part of the new Qatari generation who recently graduated from the University of Qatar and found work as teachers. Girl students do not look at them as school staff only, but also as friends since they are not much older, so girl students expect a more easy going relationship, but the school staff sees itself instead, as representing authority and

wants to make it clear to girl students that they should maintain discipline in the school.

In most of the male students' cases, however, fights with other students are the primary concern. This is related to the nature of teenage boys at this age; they are simply full of life and want to prove themselves. These boys consider themselves as adults, and fighting is one way to prove qualities which are described as "manliness". Male students also tend to lose their temper quickly. The school social workers need to be aware of the Islamic religion and Qatari customs so that they can make judgment on the behaviour of students in order to determine if this behaviour is acceptable to society or not. The school social workers also need to understand the nature of students at this age in order to provide better treatment.

Psychological problems include shyness, anxiety, stress, and speech problems. Out of 174 psychological cases only 45 were recorded as needing long-term treatment (Social Education Department, Annual Report, 1991). Do psychological problems not usually need long-term treatment? Are school social workers getting the training and skills to treat psychological problems? The answer to both these questions is no. In observing the psychological students' cases, the school social workers deal with these cases in general superficially and do not treat them. The real problem is in the curriculum of the Social Work Department at the University of Qatar where there is not sufficient coverage of psychological problems in their courses. The solution to the problem is either for school social workers to have special training for psychological problems or the Ministry of Education to establish a Counselling

Psychology Section at the Social Education Department and Girls Education Department where they can hire psychologists, to whom the psychological cases can be referred.

Psychological problems did not have a high priority in terms of importance and time since there were few cases reported for male students every year while girls' school students have more psychological problems than male students (Social Education Department, Annual Report, 1991). This could be related to the sensitive nature of girls or their social position in Qatari society, where custom considers the husband's home the appropriate place for a woman so she doesn't easily relax in her parents' house. For female school social workers the importance and time ranking for dealing with psychological problems is not as clear cut as it was for the male school social workers. The female school social workers questioned their abilities and training for dealing with psychological problems. Although they spent considerable time dealing with psychological problems, many of them believed that it was the responsibility of professionals trained more specifically in psychology to deal with those kinds of problems. So the female school social workers thought the time they spent dealing with psychological problems could have been better spent on other activities.

Family problems include family conflicts, extremely spoiled children, child abuse, separation of family members. The low number of cases does not reflect the reality of family problems. Although the Qatari family is still strong in matter of relationships, there are family problems created by rapid development and exposure to other cultures. But the Qatari family is still considered a closed system. In other

words, family problems can only be discussed and solved within the confines of the family system. Many students still hesitate to talk with school social workers about their family problems. Some students believe that talking with a school social worker about their family problems would be casting aspersions on their family's reputation since such an admission of weaknesses reflects unfavourably on their family and tribe. Some families do not respond to the school social workers' efforts in helping the family and do not provide the school social worker with enough information since they consider it something private and the school social worker is a stranger to the family. The dilemma of the school social workers is that some families do not cooperate. The responsibility is actually shared between the families and schools.

There has been some change in students' mentality in seeking help from school social workers over time, especially the girl students, in cases where they are less sensitive to privacy of family problems than the boys. The Ministry of Education, with the cooperation of the Ministry of Information and Culture needs to increase their efforts, which are now only really getting under way, to make Qatari families aware of the help the school social workers can provide for both parents and children. The school social worker also needs to increase the effort in changing the thinking of students about family problems and explain to them that school social workers are not strangers to students and their families' problems.

Health problems such as general body weakness, poor listening skills (hearing), visual handicaps, paralysis, incurable diseases, being overweight (obesity), under-developed, etc. have a definite impact on a student's performance in school. Girl students have

more health problems than boys, and the highest percentage of health problems is in girls secondary schools. The reason for this is that girls are psychologically more concerned about their body and how they look, for example being overweight or very short. These kinds of physical health problems cause emotional disturbances for students which ultimately affect their life and study. School social workers need to be conscious of this. The study reveals that some school social workers in Qatari schools do not give enough attention to the emotional element of the students' health problems and deal with it as a physical health problem only. School social workers should touch upon the psychosocial element of every student's health problem. Young people with health problems often doubt that they are normal people and can function in the society. It is the school social worker's job to try to convince the student that he or she is a normal person and can function in the society regardless of the problem.

According to guidelines of the Social Education Department, the school social worker should use three processes when employing social case work: social-psychological study, diagnosis, and sociological-psychological treatment (Social Education Department, 1991), (for more details see appendix L). These are some observations about the role of the school social workers in dealing with students' problems:

1. Following the case work process that is provided by the Social Education Department, which is based on the psychosocial method, limits the use of other social work theories and techniques in dealing with students' problems

and the options open to the school social workers in solving students' problems.

2. The school social worker may well find difficulties in involving all the systems which have an effect on the students' problems such as family, school administration, and student's friends, since some of the systems are not aware of the role of the school social worker.
3. The school social worker deals with current cases and does not help students avoid or prevent potential problems, or from getting involved in problems that might develop in the future.
4. Some school staff focus on teaching only and do not provide enough help to explore the abilities of the student or to encourage the student to use them for the betterment of society, in order to increase the student's confidence.
5. Consulting and advising teachers in how to deal with students when faced with disciplinary problems depends on the relationship between the school social worker and the teacher. Unfortunately, many teachers reject help from the school social workers since they consider it a direct intervention in their work.
6. The school social worker is the person who determines which students are above the age limit, and particularly the students whose academic work is not up to the standard, and encourages them during the entire academic year to

do better in terms of their academic performance and finally expels them from school if they fail. This aspect makes the students look at the school social worker as a person who is against them, and makes them unwilling to seek help from him or her.

In observing and analyzing the role of the school social workers in Qatar schools, the study noted that school social workers are focusing on solving the problems of students rather than preventing the students from acquiring problems or developing the students' abilities. This means that the role of the school social workers becomes clearer only when there is a problem. In other words, school social workers do not have enough prevention programmes in their school social education plan. The school social workers are responsible for having prevention programmes for students. Cooperation should exist among school administrations, the Ministry of Education, and the Ministry of Information in having programmes that would make society aware of the potential problems that it may face, and how students can protect themselves from it and use their abilities in developing the society. For example, they could have more programmes in schools and in the media about the danger of drugs and smoking, programmes about religion, culture, sports, and science organizations in society that students can be a part of, and how students can utilise their free time in doing meaningful things.

Most of the cases that school social workers in Qatari schools deal with are crisis situations. The school social workers look in depth at a problem only if the problem is serious or they have time to deal with it. There is a need to find ways to provide

more time for school social workers to deal with students' problems by reducing the amount of responsibilities placed upon them, or increasing the number of school social workers. The school social workers have to be careful when they decide whether the case of a student is a crisis situation or a long term treatment case. The school social workers should follow-up all cases, so if they find that their judgement was wrong, they could change the treatment of the case.

In most of the students' problem cases, the case is referred to the school social worker or the student seeks help from the school social worker. The school social worker should make an effort to look for students with problems, and not just wait for students to seek help. This can be done by more interaction with students and the school staff through the activities and personal contact. It is also very important to have the cooperation of all sources in order to discover and understand the student's case, for example, how the student studies, his or her relationships with his friends, family, and society.

Some school social workers have difficulty in establishing a professional relationship with students. The relationship between school social workers and students is not strong enough. Some students shy away from talking about their problems, while some students do not care about studies and school regulations. Some students, provided with all their needs, do not care about studying and become involved with bad friends outside school, and do not participate in the school activities, and abstain from attending meetings for activities, school councils, or national celebrations, and do not follow the school activities' regulations. There is a need to explain to the

students that the role of the school social workers is very important and everything discussed would be confidential, and that participating in the school's activities and research is for their own benefit.

Some families do not cooperate enough with schools and do not follow the progress of their children, especially the boys. Some families have spoiled their children to the degree that it is difficult for school social workers to deal with them. There are difficulties in meeting some members of students' families in relation to a student's problem. Some families tend to put all the responsibility of the students on the schools, especially of those with low academic performances. Some families have wrong ideas about schools and teachers. They think that schools and teachers deal badly with and humiliate the students, and so they tend to insult the school social workers. Some mothers do not attend the mothers' councils. Some non Arab families find it very difficult to communicate with school social workers because of their accents. Some families do not value school activities. Either they are not aware of the benefits of activities or they believe focusing on academic matters is more important.

There are too many requests from different authorities which puts pressure on the school social workers. The number of students' problems has increased in recent years. There is a large number of students in every school which makes it very difficult to satisfy the needs of all the students and this creates more administrative work, such as the movement of students from one school to another at the beginning

of the year. Some Qataris resist change; some parents and members of the local society do not cooperate with schools.

Some school social workers believe that too many regulations control the activities of the school social worker even though the individual nature of students' problems is very clear. The Social Education Department believes that regulations and rules are very important in organizing the role of school social workers, but in analysing the students' problem cases their individuality is clear, especially in the girls' schools. The study points out that regulations and rules of the Ministry of Education regarding students' problems should be more flexible.

A good environment is essential for the school social workers, so that they can play their role more effectively. School social workers should contact the students' families more and make more home visits. There is a need to design two forms, one for absenteeism and the other for low academic performance which would contain supervision from the school and the Social Education Department, and writing of all processes that have been made with the student in following the case, with the dates. There is a need to increase the awareness of all systems in the Qatari education about the role of the school social workers in Qatari schools. At the beginning of the year, school headmasters should explain the role of the school social workers by internal bulletins and discuss the social education plan.

There are more students in boys schools who are over the age limit than there are in girls schools. In the girls schools, there is enough administration staff to help in this

matter than in the boys schools. So there is a need to have assistant staff in the boys schools to help school social workers deal with students over the age limit, especially to deal with the students' paperwork and record keeping work besides providing professional services. So the assistant can either be a professional, which means the school social worker, or a clerk to do the clerical work.

The school social workers consult with students regarding their academic and social life. The school social worker should feel free to make the first step in solving students' problems and not just wait for students to ask for help. The Qatari personality resists help. However, there is some change in the attitude of students especially girl students. School social workers should take advantage of this change to provide assistance to students in order to show the society that seeking help from social workers is useful. The school social workers can prove to students that they have the abilities and techniques that enable them to solve their problems.

In the Qatari society in general, and in schools in particular, there is special care provided for disabled students. School social workers play a very important role in dealing with students' disabilities. Even though there is some kind of recognition for gifted students, it is not to the extent that satisfies the needs of gifted students. There is a need to improve the attitude of society towards disabled students and to make them realise that they can still make a substantial contribution to their society. The school social workers need more training in dealing with disabled and gifted students especially in providing the school environment that would help them to perform better.

The school social worker studies the case and tries to solve the student's problem. After that the school social worker writes the case up and sends it to the Case Work Section at the Social Education Department. School social workers send all cases as record, however some of the cases administrative action is necessary. The Section does not always inform them about what kind of action has been taken. There is need for more coordination and cooperation between the Case Work Section and school social workers in schools in dealing with students' problems.

Involving all systems which have an effect on students' problems and exploring the abilities of the students and encouraging the students to use them for the betterment of society are the important goals, as well as helping the students avoid or prevent potential problems and showing the teachers the correct way to deal with students. The school social workers believe that there is a need to focus more on using social work theories and techniques in dealing with students' problems. The role of school social workers in dealing with students' problems is not clear in Qatari society, especially to the school staff and families. Schools and media can help in clarifying the purpose of having school social workers in schools, and explain that they are there for the benefit of the students, the education system and the society.

3. School Activities

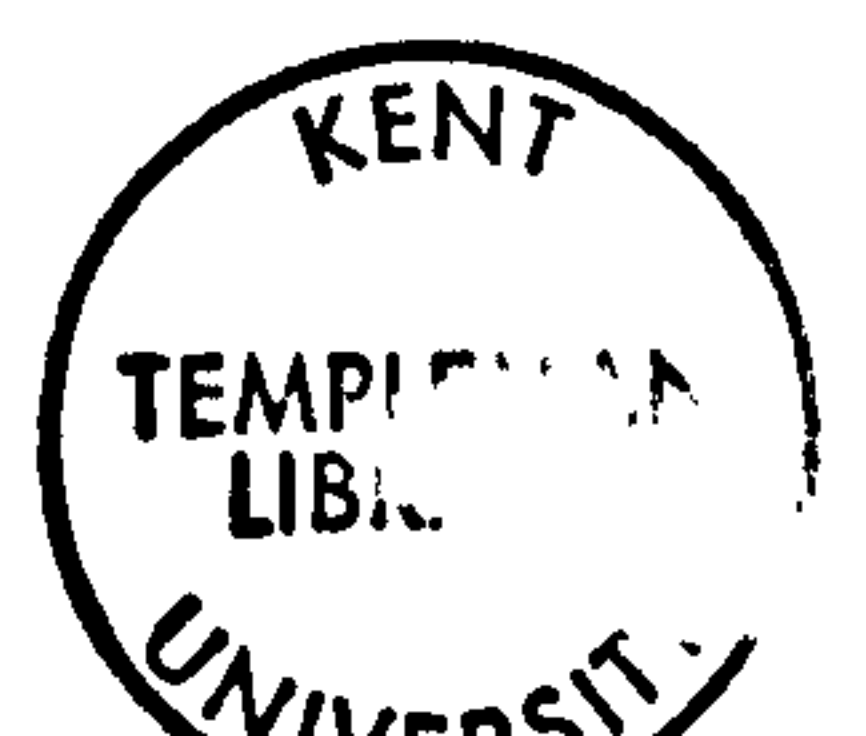
School activities are intended to provide a good social environment for the students where students in groups develop their behaviour, and their psychological and social needs can be met. An individual's social development is influenced by the social

interactions and experiences he or she has with the groups that he or she belongs to, the family being the first or primary group. The philosophy behind school activities is that individuals can develop their personality and change their behaviour by being involved in interactions, experiences, and relationships with other persons in different groups. School activities are one way of learning behaviour acceptable to a particular group and therefore promote acceptance within that group. A person needs to belong to a group or groups for stability and security but this is not guaranteed unless he is accepted. An individual who does not "fit in" or follow the accepted patterns of behaviour is most likely to be rejected by the group. The only feasible solution for such an individual is for him to change his behaviour in accordance with the group's demands. Social life in schools is a part of the educational objective and is seen as a means of securing acceptance within a group. It can fulfil social and psychological needs and desires of the students. Different organizations such as school activity groups, committees, and school councils have been established to try and meet this goal. The role of the school social worker in this field is to:

1. Develop a plan for school activities taking into consideration the circumstances of each school and allowing for as many students as possible to participate in school activities.
2. Provide technical advice for the leaders of the groups and follow their activities in order that the goals of the group may be met.

3. Supervise the social activities of the school groups. One or two groups such as the cafeteria group, general service group, or trip groups are supervised during social activities.
4. Collect and review the files of the groups at the end of each year. A list of all active students is prepared which is sent to the Social Education Department and rewards are given accordingly.

At the beginning of each year the school social workers ascertain the desires and needs of students to form various kinds of groups. This is done through personal interviews with the students or getting them to fill in a short questionnaire. The social worker provides the School Administration Council with the results to determine the amount and kind of group activities that will be developed; the teachers who will supervise the groups, and the social groups that the social worker will direct. The social worker also distributes the activities' budget to the groups according to the plans developed by each group. The social worker organizes programmes for the groups' activities and provides each group with practical advice on how to keep records of meetings. Finally, the social worker prepares a social performance student card for each student. Every group consists of a supervisory teacher and two teachers selected by the School Administration Council. A group leader is chosen among the students and also a representative for the areas of sport, science, art, culture, and social activities. Group programmes in Qatari schools include the following (Social Education Department, Annual Report, 1991):



- A. **Sports programmes:** For members who want to participate in physical exercise to maintain a fit body. These programmes are designed to develop, strengthen, and maintain a healthy body.

- B. **Health programmes:** Programmes designed to inform students on how to maintain a healthy lifestyle and how to practice preventive medicine and first-aid.

- C. **Art programmes:** These programmes consist of different activities such as music, acting and singing.

- D. **Cultural programmes:** Cultural programmes are designed to increase the awareness and knowledge of students of their society's values, the importance that these values have in society, and the role that they may play in developing Qatari society. It is stressed that choosing the right behaviour in different situations and making correct decisions is possible by an understanding of their cultural background.

- E. **Social programmes:** These programmes are designed to provide students with the necessary social skills for life in general and how to interact positively with one another. One means is by teaching the students how to do their duties democratically. Activities that are initiated are trips, visits, camping, and projects of a general service nature.

Technological development has made society even more complex than it was in the past. As a result learning in the classroom is insufficient to prepare students for the responsibilities of the future. To meet the needs of this present trend, those in education in Qatar are determined to establish activities for students inside and outside the classroom, allowing the students to practice what they have learned. Schools are therefore obligated to develop a relationship between the school and the community from which both can benefit. In Qatari schools social work is applied through community activities and school councils such as the parents and teachers council, the class council, the administration and teachers council, the general council for committees and groups, and the disciplinary council.

The difficulties that face the parents and teachers council are as follows:

- A. Low attendance and participation in the council from parents. Mothers attend meetings more frequently than fathers. One reason for this is the requirements that the father must meet in making a living for his family; which allows little time for taking an active role in his children's education. According to the Social Education Department, Annual Report, 1991, there were 341 meetings of schools councils with 33,172 parents attending, 23,136 mothers and 10,036 fathers.
- B. Some parents attend but do not participate or provide any input concerning problems of the students.

- C. Some parents do not follow the recommendations and suggestions given by the council.
- D. Some families do not let the school take a role in helping to solve students' problems and consider it a private family matter.

Since the primary job of the school is to provide an education for its students it is important to provide parents with the opportunity to meet and learn how to use their abilities as well as take advantage of the school resources to educate their sons and daughters. Scheduled meetings should be advertised and the importance of such meetings should also be stressed.

One goal of the schools' activities is to provide students with useful values that would develop their personalities in matters of behaviour or thinking such as: developing their own personal traits, changing negative behaviour and attitudes, inculcating respect for individuals' rights, emphasizing social values such as fairness, truthfulness, honesty, respect for law and customs, and the values of Qatari society, responsibility, respect for hard work, working with others, and loyalty in work, patience, sacrifice, how to give and take, and cooperation. However, in looking at the role of the school social workers in Qatari schools we find that there is no plan to achieve these goals. The school social worker develops the activity programmes without taking into consideration how these values can be taught. The ranking of these values in terms of importance and priority is not clear in the school social workers' plans. They should organize programmes that would teach specific values,

for example, if a school social worker wants to teach students how to be patient, the programme should have activities that take a long time. Or if the school social worker wants to teach students respect for the law and customs, the programme should have specific activities.

All these values can be called Islamic values. The school social workers in Qatari schools are Muslims and respect Islamic values. However, they need to enhance or improve all these activities through an Islamic atmosphere. This can be done in two ways. First, the activities should have some kind of Islamic spirit. Secondly, they should not have any kinds of activities that contradict Islamic values. There are two reasons for this suggestion. The first is for religious reasons because students in Qatari society are Muslims and they have the right to participate in activities according to their beliefs and views. The second is from a social work point of view. The social worker should develop activities value oriented according to the desire of clients. The social worker should not presume to impose his or her values when dealing with clients. If the social workers do not consider the values of society, the activities they provide will fail.

Another goal of the schools' activities is to develop positive behaviour and to change negative behaviour such as: developing leadership abilities by giving students the opportunity to be a leader as well as a follower, using free time wisely following useful pursuits, meeting the responsibilities within the group, organizing discussions, and decision making, practicing what they have learned, and increasing the feeling of belonging to the class. Some families do not want their children to participate in

school activities since they are afraid this would affect their academic performance. However, according to the records of the Ministry of Education, students who participate in school activities do better in their studies than those who do not.

Another goal of the schools' activities is to serve and strengthen the relationship between the school and the community by: improving the social, cultural, health, and artistic status of the area that the school is located in by having speeches, celebrations, meetings, and general services programmes; improving the relationship among students, teachers, and parents, increasing cooperation between the school and the community in order to solve problems that the school cannot solve alone; supervising and helping in projects that improve the local or national society; inviting experts from the community in the areas of science or art to help them in school activities. The relationship between the school and the community is affected by two elements. Firstly, the school administration, especially the head of school and secondly, the personality of the school social worker. If the school administration believes in the role of the school social worker, and the school social worker has a strong personality and skills, this would strengthen the relationship between the school and the community. The school social worker should always explain to the school administration and parents about the importance of school activities and its usefulness in the development of the students' personalities and improvement in their studies.

There is a demand from students to have new activities because the existing activities have become boring for them as there are too many regulations from the Ministry of Education regarding these activities, especially in the girls schools. There is a

difficulty in inviting experts to some of these activities and making all the students participate in such activities since there are a lot of students. There is a need to have school activities that suit every value. The school social workers have to study these values in order to think of ways to teach students these values in school activities. Deciding which values are more important according to the kind of students and having a timetable for programmes will help students practice these values.

One of the major problems in the school's activities is that, in reality, these activities are some times limited to only students with high academic performances as a reward for them. Many students consider this discriminatory since there is a need for activities for all students. It is believed that low academic performance and badly behaved students should be involved too, since this would change their behaviour and make them learn positive and new behaviour.

4. Research and Social Study

Schools, as educational institutions, face different problems and situations that need to be analyzed. The social worker is required to do at least one research project every year, either theoretical or empirical, related to social education which is to be submitted to the Social Education Department. They can either do this independently or can participate in research studies already initiated by the Social Education Department. School social workers face several problems related to research and social study; which can be as follows:

1. There is a difficulty in choosing important issues to be subjects for study which can benefit and develop Qatari society, since the school social worker is controlled by several regulations limiting their activities. They also do not have enough time to choose a subject that needs effort and time. Some people do not cooperate with the researcher which also makes it difficult.
2. The school social worker needs more training in applying scientific research methods to the education field, and writing up the research in good written language. This can be provided by cooperation with the Social Work Department at the University of Qatar and Social Education Department at the Ministry of Education.
3. Doing research projects without implementing the results of the studies in Qatari schools is a waste of time and effort. In order to implement the research projects, there is a need to improve the quality of the research by providing more resources such as reference material, rewards, and facilities such as computers. Some school social workers stated that though they spend time in doing research work they do not know what happens to their research. The study suggests having a committee in the Ministry of Education to evaluate, not only the research projects undertaken by school social workers, but all the professionals in the ministry who also have to complete research projects, and to reward them suitably and see how the findings or recommendations can be implemented.

The male school social workers spend a lot of time in following the scientific methods in research. However, the female school social workers are likely to spend more time in choosing important issues related to society, since all of them are Qataris and have more nationalist feelings, which makes them focus more on society than in following scientific methods, while only a small percentage of male school social workers are Qataris. Choosing issues related to Qatari society is very important but without following the scientific methods the results will not be valid and reliable. In other words, school social workers should focus on following the scientific methods in research for the benefit of the society.

5. A Dual System of Accountability

The communication between the school social workers and higher authorities in the various departments of educational administration is through two channels. First, the Social Education Department, which has direct supervision over the school social workers, especially in the professional role of the school social workers through Social Education Department Supervisors. Secondly, the heads of schools, who have the authority over the school social workers in the schools especially in their administrative duties. This dual flow of communication between school social workers and higher authorities sometimes causes confusion and misunderstanding for the school social workers in terms of the kind of issues they should bring to the attention of heads of schools and issues they should bring instead to the attention of Social Education Department Supervisors to whom they must report.

There is a confusion about who supervises the school social workers. Is it the Social Education Department supervisors or the head of school? The small number of social workers and the wide range of their duties means that they cannot fully carry out every aspect of their role. Choices must be made and priorities chosen. The question is, who makes these choices? Is it the school social workers as professionals with a degree of autonomy, or is it other people at their work place like the heads of schools and Social Education Department supervisors who have the power to choose the school social workers priorities? Are these other people who may define the priorities of the school social workers, guided mainly by their own convenience and the requirements of their own roles?

There is a need to determine and define the role of the head of school in dealing with the school social workers, so that the school social workers do not become involved in work un-related to their professional role. This study suggests that the word "assignment" in Article 13 is redefined. In other words, what does "assignment" mean? There should be an explanation for this word so that the heads of schools understand what is the specific role of the school social workers in Qatari schools. The head of school is not competent to manage the professional role of school social work, and so the authority of the head of school over the school social workers should be limited to administrative aspects only. The types and extent of administrative work that school social worker is involved in should also be defined and limited to a degree it that will not effect the professional role of the school social workers. The Social Education Department should be responsible for the professional role of the school social workers based on knowledge and expertise. The school

social workers, as professionals with a degree of autonomy, should have a high degree of freedom in making choices and establishing priorities which will help in developing the role of the school social workers.

The Social Education Department supervises all aspects of social work in Qatari schools, and has sections that is case work, social education supervision, schools' cafeteria, and special education. Education for girls is monitored by female administrators due to traditional principles of separation of the sexes, considered in developing the educational process.

Out of a total of nine responding Social Education Department supervisors, four or 44.4%, were male and five or 55.6%, were female. Six Social Education Department supervisors or 66.7%, were Qatari and three or 33.3%, were non-Qataris (See Appendix H (Demographic Information, Social Education Supervisors)).

There are nine Social Education Department supervisors for 251 school social workers, of which 77 are males and 174 females (Social Education Department, Annual Report, 1991). It is clear that there is a need to increase the number of Social Education Department supervisors, especially females to meet the increasing number of school social workers since the few Social Education Department supervisors cannot supervise this large a number of school social workers. This can be done by promoting experienced Qatari school social workers to work as Social Education Department supervisors.

Five Social Education Department supervisors, or 55.6%, were at primary schools, two Social Education Department supervisors, or 22.2%, were at the preparatory schools; and two Social Education Department supervisors, 22.2%, were at secondary schools. The largest percentage of the Social Education Department supervisors is at the primary stage, since there are 150 school social workers at the primary stage, and there is an equal percentage of Social Education Department supervisors at the preparatory and secondary stages since there are 51 school social workers at the preparatory stage and 50 school social workers at the secondary stage (Ministry of Education, Annual Report, 1991).

The experience of the Social Education Department supervisors' ranged from seven years to twenty-eight years with 55.6% having less than thirteen years experience at the time of the study. There are three generations of experience: one, a single supervisor (Qatari) who represents the new generation of seven years experience; the second generation, consisting of four Qatari supervisors with 12 years experience, and one Qatari supervisor with 16 years experience; and the third generation was represented by three non-Qatari supervisors with over 20 years experience. There is a need to increase the number of the new generation Social Education Department supervisors to meet the latest developments in the society's educational system, and to bring fresh ideas to the work of the Social Education Department supervisors.

The Social Education Department supervisors are experienced former school social workers. They generally visit the school social workers two to three times a year according to the experience of the school social workers. The number and the

amount of the time of the visits is not enough. Even though the Social Education Department supervisors focus on the professional role of the school social workers, unfortunately they focus more in the records and files that represent the professional work while the actual work could be something else. The way the Social Education Department supervisors evaluate the role of the school social workers is based on the school social workers' records and the number of cases they have studied. These records can be organized easily, but measuring the actual role in reality is very difficult. The Social Education Department supervisors need to develop a new method of evaluating the role of the school social workers based on observation in schools, meetings with the students, reports from the school staff, contact with the parents, and through doing research on students' problems.

The Social Education Department supervisors seem to see any program related to the their Department in the social education plan as priority for the school social workers' work. However, when the school social worker is overloaded with irrelevant administrative work, the Social Education Department supervisor will very rarely see the head of school to renegotiate the workload. This acts as a bad role model for the school social worker. In reality, the relationship between Social Education Supervisor and head of school is not clear, and there are no regulations that determine how this relationship should work since each individual belongs to a different department and the only the common factor between them is that they work in the education field or the Ministry of Education. The professional relationship between them depends on their personal relationship, otherwise, there is no definition or regulation to determine how they should act in certain situations. In fact, the Social Education Department

supervisor can easily ignore a part of or the entire role of the head of school and vice versa.

Finally, the heads of schools and the Social Education Department supervisors can largely determine the role of the school social workers by the way in which they assign them work or list the priorities of their work, irrespective of the role laid down by the ministry, and in general the school social workers find it difficult to claim the professional autonomy which they have the right to expect.

In the next chapter we will have a clear description of the school social workers' perspective on the degree of "responsible autonomy" which they are supposed to enjoy and the degree of discretion which they have in choosing what work to do, as against how closely they are controlled by the Ministry of Education supervisors and directed by the heads of schools.

CHAPTER VI

HOW CLOSELY IS BEHAVIOUR IN THE SCHOOL SOCIAL WORKER ROLE DETERMINED BY OTHERS

This chapter will describe the perspective of the school social workers themselves on the degree of "responsible autonomy" which they enjoy.

There was a significant difference between what school social workers think should be their job and what they actually do in real work. For the entire population, there was a difference in 25 (or 50%) tasks out of 50 tasks of the questionnaire. In administrative works part of the questionnaire, there was a difference in 4 tasks out of 7 tasks, 6 out of 13 in dealing with students problems, 15 out of 25 in school activities, and 0 out of 5 in research (see Appendix I, 1. Difference between what school social workers think is their job and what they actually do).

This indicates that the school social workers they consider have a low degree of "responsible autonomy" (low degree of discretion) which means that they are highly controlled by the Social Education Department supervisors and directed by the head of school. This also indicates that there is a role conflict between what the school social workers define as their roles and what the Ministry authority and heads of schools assign for them to do. In order to avoid role conflict, the author will indicate the variables that suit their roles and ban or modify the variables that do not.

1. ADMINISTRATIVE WORK

The Social Education Department at the Ministry of Education develops the general plan for the role of school social workers according to the educational goals promulgated by the Ministry of Education. The problem is that some Ministry authorities involved in education in Qatar do not have a clear understanding of what school social workers can do in schools. Many school social workers said that some Ministry authorities and heads of schools ignore the professional role that they could play and instead assigned them administrative tasks. They agreed that administrative tasks were a part of their work, however, they should be limited to that they would not affect their professional role of dealing with students' problems, developing school activities, and carrying out research activities. This misunderstanding is related to the lack of knowledge about the role of school social workers on the part of these administrative officials. It is suggested that there should be sufficient information provided by the Ministry about the role of school social workers.

In general, it is clear from the questionnaire responses that the school social workers place greater importance on work that is related to their evaluation by the Social Education Department, and their professional role, while record keeping, clerical work, and work not related to their professional role were viewed as less important and consequently deserved less of their time. There are also tasks that the school social workers are not aware of such as updating students' cards and the evaluation of school activities.

Administrative tasks may be particularly onerous when they detract from the performance of tasks which are more central to the social work role. The bulk of the administrative work has to be done at the beginning of the school year, and there is no flexibility in this regulation. The Schools wish school social workers to focus more on absenteeism problems and there are more decrees and orders about how to deal with absenteeism than other problems. The school social worker is also the one who is responsible for determining which students are over the age limit. So the students have the idea that the school social workers are responsible for their leaving the school, and hence it is difficult for students to accept help from the school social workers.

The social education plan is very important for the school social workers since any work without the plan will be disorganized. The social education plan is considered the most important performance evaluation criterion by the Social Education Department when it evaluates school social workers. However, we find that the Education authorities apply restrictions to the female school social workers' choice of activities.

The responses to the questionnaire surveys showed that school social workers' role in the administrative work of the school is clear to the teachers and students. This indicates that schools depend on the school social workers for their administrative work, whereas in fact there are other staff in the school who are supposed to have complete responsibility for the administrative work. The school social workers therefore should focus more on their professional role, such as dealing with students'

problems and school activities, and be freed from administrative work for which other staff are already there.

The role of the school social worker in Qatari schools is ambiguous. Until the present time, the definition of the role of the school social worker was neither professional nor administrative. The school social workers sometimes do work totally unrelated to their professional field such as record keeping and other clerical work. Some new school social workers feel uncomfortable at the beginning of their job because some school administrations often make them responsible for keeping the files. Some school staff feel that the role of the school social workers is only to deal with crisis situations, such as if a student forgets his book. This is because the school staff do not understand the role of the school social workers. Personality conflicts also play a major role in the relationship between some school administrations and the school social workers. There is a need to determine and develop the role of the school social workers. The school social workers should be encouraged to focus on the students' needs more than administration work.

2. STUDENTS' PROBLEMS

Although school social workers realize they must follow certain procedures to reach their goals in dealing with students' problems and doing school activities, they are hindered by school policies, school administrative work, Social Education Department regulations, and Qatari social customs. For example, some school social workers stated that one of their difficulties in dealing with students' problems was that too

many individuals become involved in the problems. The head of school has a different opinion from the Social Education Department Supervisor and the teacher suggests another and the parents reject these opinions. The school social workers have to plan to solve the student's problems but they are hindered by all these complex opinions. The school social worker is a professional who should be responsible for helping students solve their social problems and he/she should have the freedom in dealing with students' problems and developing school activities.

Looking at the client as a unique person with his/her own particular problems is a major challenge in the professional practice of school social workers where generalization is a familiar short cut presently practiced by them. In looking at some case work records of school social workers, there is a list of students that school social workers claim have a similar problem, and so they make the generalization that these students have the same problem. Some school social workers stated the process is being repeated in every case report so why waste time in writing case reports. They prefer writing just one report for students who have the same problem while Social Education Department supervisors insist on writing every case study separately. The problem is not just in writing the reports, but in dealing with students' problems. Some school social workers do not consider that every problem has different elements that determine the shape of the problem, even though the problems may look similar. They do not visualise that every student has his own unique personality and different circumstances in school and the family. The reasons why school social workers make generalizations is that there are many problems that they cannot handle because of the disproportionate ratio between school social

workers and students. Another reason is that there is not enough value placed on their efforts by their superiors, especially in studying and writing a full report about every case. There is a need to change the attitude of school social workers from making generalizations to considering every case as a unique problem. This can be done by increasing the number of school social workers and providing positive reinforcement for the efforts of school social workers who study and write a full report of each case study by giving them special recognition; for example, a thank you letter or having their names included in the annual report, as role model social workers in schools.

In some cases the school social worker has to share a room with other school staff, so the school social worker is unable to have privacy with students. There is difficulty in the movement of the school social workers during working hours which makes them unable to go out of the school premises in order to gather information and collect data.

School administrators, especially heads of schools, depend strongly on the school social workers in the schools. The school social workers cannot avoid dealing with the school administration in their work especially in the matter of dealing with students' problems since the school administration has direct authority over the school social workers, and so they have to turn to the school administration for any administrative action regarding students' problems. Teachers observe this kind of relationship between the school social workers and the heads of schools, and some of them feel jealous of the school social workers because they are very close to the

heads of schools. However, most of the school social workers are not happy for the school administration to be involved in their work, especially in the students' problems, since they believe it is professional work and should be left to the school social workers without intervention from anybody. A strong relationship between the school social workers and the school administration is very important for the role of the school social workers in schools. However, it is the responsibility of the Ministry of Education to determine the degree of involvement of the head of school in the role of the school social worker's work by more closely defining their role in schools, so that the school social workers do not have to do things un-related to their role, and can have more freedom and movement in dealing with students' problems.

The authority of the school social workers should be increased in dealing with students, especially in the boys schools, since boys have a lot of behaviour problems. They should be able to apply the regulations to students without intervention from the Ministry of Education. The school social workers should be provided with information and have access to all kinds of expert advice in society which would help them and ultimately would be useful for the society. There are problems of immoral behaviour in schools that until now have not been studied in depth. This aspect should be dealt with by the school social workers and their role should not be limited to the boundaries of the school. The needs of the students, schools, and the society should alone determine which problem has more priority.

In reality there are many family problems, but the school social workers do not give family problems a high priority, since students and their families often refuse to talk

about family members as they consider family problems private matters that are no concern of strangers to the family, and the school social worker is considered an intruder in the family. There is definitely a traditional resistance from society against the professional role of the school social worker. The school social worker should try to break this barrier first before attempting to provide any help.

Qatari society expects that males should contribute to the society where this contribution needs outside the home skills and confidence more than females. This does not mean that females do not contribute to society. It means that the contribution of females should be limited to certain areas such as family, education, and the medical field so that there will be no contradiction with Qatari customs. According to Islamic values, a married female should focus on taking care of her children and husband more than any thing else.

3. SCHOOL ACTIVITIES

School activities are an important part of Qatar's education system, so the heads of schools ask for more implementation of activities in schools, since they are under more pressure from the Ministry of Education, parents, and society to improve and to have more activities. Schools need to have more contact with parents and society in order to have better activities.

The school social workers should be given more freedom in determining the choice of school activities, since the school social workers are the ones who are more aware

of the situations and needs of the students, the schools, and the society; for example, establishing Social Clubs for girl students to develop their abilities and gain experience and increase the number of visits to different places for girl students such as books exhibitions or painting exhibitions and so on.

The most important values for the school social workers are respect for Islamic values and the Qatari customs. Since Qataris are 100% Muslim, they consider anything related to Islam as important, and being a conservative society, social values are important especially when they are related to their society. The people consider the Islamic religion the most important thing in their lives, along with their country.

Male teacher stated:

"School social workers should preferably be married, so that they can practice their role with loyalty as an educator and a professional, and they should set a good example in the presence of students. School social workers should follow the principles of Islam in their behaviour, since it is the best way to solve students' problems. They should also increase their knowledge of Islam, since some of them do not have adequate knowledge about the principles of Islam".

Student stated:

"School social workers should be religious and of good behaviour. School social workers should increase the religious spirit in students, and search for the problems between students and teachers by having meetings with them at the end of every week. They should realize that they do a human job, so they should go down to the level of students and they should become easygoing and avoid complexity".

It seems that the least important goals are teaching students to learn useful things such as: patience, sacrifice, how to give and take, and cooperation and teaching students to stand up for their rights, but being faithful to what is expected of them. There are two reasons for that, first the education system focuses on academic teaching so education in social values has to take a back seat to providing students with academic education in science, arts, literature, and history of world civilization, particularly the Arab Islamic civilization, etc. Secondly, school activities do not have a specific programme for specific values, since the activities are not normally organized in a way to meet these values. Having a good time is the most important characteristic of school activities.

There are some goals that school social workers think that they should not spend a lot of time on, because the other staff in the schools could easily take responsibility for them. In other words, school social workers want to focus on goals that need professional expertise, and the other goals that do not require professional social work expertise should be carried out by other staff in the school. There is a need to have school activities that suit all kinds of behaviour. The school social workers have to analyse and study behaviour and think of ways to apply the conclusions in school activities by deciding which kind of behaviour is more important according to the society's Islamic values, and having a timetable for the programmes that will allow students to practice this behaviour.

Since the focus of school social workers is students, any kind of school activities that have an effect on the academic and social life of the students are considered very

important. The development of the students' personality is also the first element the Ministry of Education should evaluate in assessing the effectiveness of the school social workers, especially the relationship between students and other systems such as teachers and parents. However, the school social workers also need to consider other elements, not only focusing on students, since improving the community of the school is also essential for the students to have a stable academic and social life. These activities include improving the local and national society and inviting experts from the community to the schools. There is a need to have more school community activities especially in the girls schools. The school social workers have to invent new programmes according to the needs of the society as long as they do not contradict with the values of the Qatari society, and find ways to make society participate in them.

Islam, Arabic, and Qatari values are clear for everybody and the Qatari people follow them. However, the degree to which these values are followed differs from individual to individual, so the head of school might ask for more implementation of the values in schools by the school social workers, while the Social Education Department supervisors are quite satisfied with the role of the school social workers as they are. This is related to the fact that heads of schools have more contact with parents and society than the Social Education Department supervisors, which enables the heads of schools to observe the Qatari society's concern that their children be taught these values. Heads of schools will not be satisfied about these values as long as they are always in such intense contact with society. Society's demands are always changing, which means what society demands of its schools will be in a constant flux.

Social Education Department supervisors, however, need to have more contact with the society.

The difference between the personal roles of all school social workers is dictated by the long-established customs of the Qatari society. Having activities related to students' behaviour requires more time spent in preparation for the activities so that the students can get the full benefit. Female school social workers are more active in arranging activities related to behaviour, because the man in Arab society is the one who is primarily responsible for taking care of his family affairs, and this means that male social workers normally do not have the interest or the personal time to put the effort into planning school activities for their students. So, there is a need to make allowances for this factor. Perhaps relieving male school social workers of some administrative work might allow them to put this extra effort in planning students' activities without expecting them to use their personal time to carry out these school activities. These activities, designed to improve the behavior of male students, are, after all, an important social function in itself, as well as a part of the professional responsibility of male school social workers, something that does not get the time it deserves.

The school social workers use observation to evaluate school activities, and the Social Education Department supervisors depend on visits and reports written by the school social workers. There is a need for the Social Education Department to develop a form to be used by the school social workers in evaluating the school activities. The school social workers are under the supervision of the Social Education Department.

Logically, they consider anything related to the Department as important. Besides, without following the social education plan, especially within groups and committees, their role will not be successful and effective. However, the school social workers need also to consider other goals besides just focusing on the social education plan. They should also consider other systems in developing their role in schools, with communication with heads of schools playing a very important part.

Some schools do not accept newly developed ideas about activities. Some schools care about the publicity of school activities and not the quality of the work. The school social workers do not have enough authority in the schools.

One male teacher stated:

"There are some social and personal barriers that control the role of school social workers and their social status in schools. The personal issues should be set aside between school social workers and school staff. School social workers should organize trips for school staff outside school, sports activity day or a social day in school; this would strengthen the relationship among teachers and other members of staff. School social workers should emphasize the national and spiritual feeling in students and make them feel that they belong to one family".

4. RESEARCH

School regulations should be flexible as regards the school social workers at the time of research work, so that they can go out of the schools to gather information and not be loaded with administrative work. It should also be easier for them to get approval for field research. The Education authorities should give the school social workers more flexibility in doing research work and also in the matter of choosing the subjects

for research according to the needs of the Qatari society, and the accessibility of information from the government organizations.

There are a lot of regulatory procedures that have to take place before the completion of any study by the school social workers, which delays the study. The Social Education Department controls the school social workers in their choice of problems that really touch the education system in Qatar. Some female school social workers do not know what happens to their research work after submission. There are not enough suitable rewards or incentives for good research work. Education authorities do not apply the recommendations of the school social workers' research work in the Ministry, the Social Education Department, the schools, and in the roles of the school social workers. Not enough research material is published. There aren't enough motivations and rewards for the school social workers from the Social Education Department.

There is not enough money for research expenses. There is no item in the social education budget to spend on research work necessities such as typing, binding, and photocopying; not enough reference books, nor information about school phenomena and problems in Qatari schools, especially on behaviour problems and the local community. There are not enough rewards, motivations or encouragement for good research. There is a need for more financial rewards, secretarial help and letters of appreciation. Having rewards from the Ministry of Education for school social workers will increase their motivation by creating a competitive spirit amongst them.

TABLE 7

Ranking of responses as to which tasks are most important compared to their ranking in terms of the time devoted to them

	Entire Population	
	Importance	Time
Administrative Work	3	2
Students' Problems	1	1
School Activities	2	3
Research and Social Study	4	4

The Ministry of Education encourages the school social workers to deal with students' problems. Students' problems are the most important goal for the school social workers. Solving students' problems or reducing the stress on students makes them perform better in their academic and social life. However, the school social workers should not focus their attention on students' problems alone. They should have some time to do other work such as school activities, research and social study as well. The school social workers spend more time on administrative work than is necessary. School social workers should be involved more in school activities by reducing the amount of administration work. All the goals of the school social workers are important and linked with each other.

The school social workers should believe in the importance of all the goals collectively and should understand that when they develop or work on one aspect, it will have its effect on the other goals. Determining the degree of importance of any

goal should be according to the needs of the schools and the society. The goal of the school social workers is to change either the pupil, the environment, or both in order to promote a healthy social functioning of the pupil (Allen, Washington, & Welsh, 1986). So the school social workers need to be always close to, and aware of, what is happening to the students and the society.

There are significant differences between males and females in how much they feel that they are forced to give too much time or too little time to their activities (what they think should be their job and what they actually do in real work). For the male population, there was a difference in 29 (or 58%) out of 50 tasks of the questionnaire. In administrative works part, there was a difference in 7 out of 7 tasks, 4 out of 13 in dealing with students problems, 16 out of 25 in school activities, and 2 out of 5 in research. For the female population, there was a difference in 21 (or 42%) out of 50 tasks of the questionnaire. In administrative works part, there was a difference in 2 out of 7, 5 out of 13 in dealing with students problems, 14 out of 25 in school activities, and 0 out of 5 in research (see Appendix I, 1. difference between what school social workers think is their job and what they actually do).

Female heads of schools are more flexible in their relationship with female school social workers in doing administrative tasks. This kind of relationship could be due to the similarity in age between female heads of schools and school social workers or it could be related to the fact that all female heads of schools and female school social workers are Qataris which makes it easier for them to relate in matters of communication and understanding.

The movement of the female school social workers is controlled by the Qatari customs whereby a female school social worker cannot visit the students' homes or leave school to gather information about their family problems, which is why female school social workers spend less time in dealing with family problems than male school social workers.

Female school social workers considered helping students change their behaviour and attitudes more important (than male school social workers), since being polite and well behaved is the key to one's personality for a Qatari female from the Qatari society's point of view. On the other hand, male school social workers considered increasing students' respect for Islamic values and teaching students to learn useful things such as: responsibility, respect for hard work, working with others, and loyalty in work to be more important as Qatar being a Muslim country, the men are the ones who work and contribute to the furtherance of Islam through other political activities more so than the females. The husband is also responsible for feeding the family, so anything related to work is very important.

Both males and females believe that there are other more important goals, and more time should be spent on them such as developing leadership abilities by giving students the opportunity to be a leader as well as a follower. Such goals need the professional role that can be provided by them.

It is easier for female school social workers to implement school activities that teach the girl students certain behaviour because girl students take an interest in

participating in these activities, since they look at school as a place where they can see and practice new things not available to them at home or in other places, so these activities become more organized. Male school social workers have difficulty in making boy students participate in these kinds of activities since boy students have less interest because they are busy with their own activities outside school and do not value activities that are related to their behaviour important. So it is difficult for the school social workers to get them interested in such activities. There is a need to make school activities that relate to students' behaviour as interesting and attractive as possible for boy students.

The female school social workers have difficulty in applying the school's activities that are related to the school's community. These difficulties are related to the Ministry of Education's regulations and the Qatari customs which limit the movement of female school social workers. There is a need to have activities that involve girls' schools, mothers and the community as long as it does not contradict the Islamic and Qatari customs in order to develop the personality of girl students. School social workers should have these goals in their roles in schools since learning without applying is a waste of time and effort.

The male school social workers have more movement and flexibility than the females in dealing with the community, and the amount of time that they spend in the school's community is solely related to the personality of the male school social worker. So they feel, to some extent, that they are free to determine the amount of time that they are supposed to spend in the school's community. However, in reality, they need to

spend more time in dealing with the school's community activities according to the demand of all systems in the Qatari society. The female school social workers believe that they spend more time in improving the social, cultural, health, and artistic status of the area that the school is located in by having speeches, celebrations, meetings, and general services programmes, rather than on improving the relationship among students, teachers, and parents. Female school social workers stated that spending a lot of time in the community is not very useful since their movement is controlled by a lot of regulations. For example, they ask for an expert to deliver a speech in the school and they spend time in preparing for the occasion and trying to get permission for it, and finally their request is not accepted by the ministry authorities. So, they believe that this wasted time could have been used more profitably in the school's community activities that relate to students and could be done in school, such as improving relations between girl students and other systems in the school.

Female school social workers cannot organize conferences or speeches without permission from the Girls Education Department, which is sometimes very difficult to get. The school social workers are also controlled by some regulations in the social education plan, and they do not have enough flexibility in applying the social education plan. The Social Education Department does not discuss decrees or regulations, or the social education plan with the school social workers. The budget for social education is centralized in the Social Education Department and orders and regulations usually come late regarding the implementation of the plan.

One females school social worker stated:

"School social workers are controlled by the social education plan and timetable for it, in addition to many decrees and orders. There is a need to give school social workers more authority, for example, permitting female school workers to ask for trips and general services' camps that suit the girl students similar to the services in the boys schools, and dealing with badly behaved students without referral to heads of schools".

The role of the school social worker has become very important, especially in recent years. The school social worker has also become very busy in recent years solving students' problems so that they can play their roles in a useful way, helping schools in delivering their message in educating, and teaching the students and preparing them for the future. The school social workers are the link between students, schools, and the society which make the schools successful as educational organizations even though they sometimes lack the resources. There has been gradual development of the role of the school social workers in recent years to the degree that its difficult for the head of school to run the school now without the help of the school social worker.

One Qatari male student, in secondary stage, wrote:

"The school social worker in my school is doing an excellent job. He deals with all problems in a way that suits everybody in the school".

One of the major difficulties is that the school social workers have to do things not related to their professional role. There is a need to determine and develop the role of the school social workers.

One school social worker wrote:

"The School social worker is the one who works in confidence and deals with many people and has more supervisors, for this there is no appropriate evaluation for the role of the school social worker in school. The media only show the role of the head of school and teacher and ignore the big role of the school social worker in school, so many families think that the school is only for academic teaching and do not know about the social aspects of student life".

The role of the school social workers is thus not clear to them or to other people because of the diversity of interests and goals that exist among the members who have the power to define their role. The Ministry authority, because of their administrative status and position, influence the decisions made on the role of the school social workers, against their professional role, by bureaucratic authority. The school social workers have a low degree of "responsible autonomy" which they are supposed to enjoy because they have a low degree of discretion in choosing what work to do. They are controlled by the Ministry of Education and directed by the heads of the schools. Consequently the degree of autonomy that the school social workers actually have is very limited in determining the desirable priorities which they should pursue within it, e.g. involvement in a lot of administrative work, whether to focus more on absenteeism problems or to give more attention to behaviour and family problems. They do not have enough authority in choosing the appropriate kinds of school activities, and freedom in choosing subjects for research. In such cases, coordination should be left open to negotiation and mutual adjustment in terms of what is necessary and sensible. Conflict and failure occur as a result of training problems and communication breakdown, and are best remedied through diagnosis and discussion, rather than punishment.

The school social workers should enjoy a high degree of "responsible autonomy" since they do professional work which is based on knowledge and expertise. This will lead to a high degree of discretion on the part of the school social worker, in choosing what work to do, to give them more authority in the school, such as being involved more in the social education plan so that the plan reflects the needs and demands of the students, the school social workers themselves, and the schools. The Social Education Department should consider and apply the suggestions of the school social workers, such as choosing visits or trips, reducing the authority of the school administration, and determining what is related to the role of the school social workers. The school staff should also take part in the responsibility for the school activities, instead of leaving the school social worker to do all the school activities and the school administration work as well. Most of the authority over the school social workers should be held by the Social Education Department since the Social Education Department is the body most aware of the role of the school social workers.

Finally, the school social workers should enjoy a high degree of "responsible autonomy" since they do professional work which is based on knowledge and expertise. This will lead to a high degree of discretion on the part of the school social worker, in choosing what work to do and give them more authority in the school.

CHAPTER VII

ROLE CONFLICT

Role conflict will be discussed as an inevitable part of life among the parties involved in school situations. There are a variety of responses to role conflict including retreat and abandonment of all or part of a role. The definitions tasks of the role in the appropriate places will also be indicated to avoid role conflict. This definition will be extended to specify which work is appropriate to these tasks and which should be excluded. All these improvements would enable members of the school social worker's profession to respond to school situations in ways which are more confident, predictable and effective.

School social workers were highly successful in their professional role according to the entire male and female population of the Social Education Department supervisors (see Table 8). It seems likely that the Social Education Department supervisors' administrative position played a part in evaluating the school social workers' role since any recognition for school social workers can be credited to the Social Education Department supervisors in their performance appraisal of the school social worker. And another reason may be related to role complementarity, that the behaviour and expectations of the school social workers all fit together well within the expectations of the Social Education Department supervisors, since they may appear conform to instruction. Generally It was clear that any kind of improvement in the skills of school social workers would result in greater recognition for the Social Education Department supervisors since they have direct supervision over them.

The school social workers are moderately successful in their role according to the entire male and female population of heads of schools (see Table 8). This fact might be related to the fact that evaluating the role of school social workers does not directly affect the administrative positions of heads of schools, and they do not consider themselves directly responsible for the improvement of their role and evaluate the school social workers according to their actual role. Heads of schools seek enhanced social worker job performance since this improvement will reflect on their schools.

There was no gender difference in the average evaluation of the role of the school social workers, between the male and female Social Education Department supervisors, heads of schools, teachers, students, and parents (see Appendix I, 4.). It should be borne in mind that females evaluated females and males evaluated males since school buildings and the education system are divided into sections according to gender. This means that the degree of success is the same for the male and female school social workers or, they are equally successful in their roles according to the male and female Social Education Department supervisors, heads of schools, teachers, students, and parents. So, even though, in Qatari society, males and females are physically separated in general, male and female school social workers get the same training in the Social Work Department of the University of Qatar, since the staff of the Department is the same for boy and girl students.

TABLE 8

Population means for Social Education Department (S.E.D.) Supervisors, Heads of Schools, Teachers, Students and Parents for the Variables, Evaluation of the Role of School Social Workers in Qatari Schools

Population	Mean	Min.	Max.	Cases
S.E.D. Supervisors	1.5949	1	4	9
Male	1.5481	1	4	4
Female	1.6276	1	4	5
Heads of Schools	1.9751	1	4	48
Male	2.1557	1	4	22
Female	1.8190	1	4	26
Teachers	2.2461	1	4	246
Male	2.2792	1	4	116
Female	2.2204	1	4	131
Students	1.9060	1	4	751
Male	1.9442	1	4	326
Female	1.8766	1	4	425
Parents	2.1928	1	4	247
Male	2.2108	1	4	131
Female	2.1784	1	4	115

The male and female Social Education Department supervisors have developed a common job description for the role of the social worker in both male and female schools. In analyzing the general job description for school social workers, we find that it applies to both types of schools. The Social Education Department supervisors have not taken the variation between the male and female students into consideration in promulgating its general job description, although the individual schools have been given a measure of latitude to alter the job description to meet their school's individual needs. The social workers in female schools have a job description and goal for their schools that is not very different from the boys' schools. There is a definite need for more discussions and consultations between Social Education Department Supervisors and social workers in this matter. This study suggests that cooperation is needed between Social Education Department Supervisors and social workers to develop a specialized plan for girls' schools for better help and activities for girls that suit and fulfill their needs and the needs of their schools. In a study done by Almogaiseeb, 1992, to determine the needs of the students in the primary schools for counselling services, the researcher developed questionnaires containing 42 questions representing the counselling services required by students in primary schools filled out by 487 teachers in 27 schools. The study indicated no big difference between boys and girls students in the kinds of counselling they need. There was only a difference in 4 questions out of 42 questions of the questionnaire.

1. ADMINISTRATIVE WORK

Role discomplementarity is related to the conditions of the school social worker's various roles which are not consistent with one another or with the expectations held by other systems that are involved in the education system. For example, the Social Education Department supervisors and the heads of schools have contradictory expectations of the school social workers.

The heads of schools are always asking the school social workers to be involved in more administrative work which sometimes causes various types of conflicts, and as a result the degree of satisfaction about the administrative work for the heads of schools is less than that for the Social Education Department supervisors (see Appendix I, 2.), since the Social Education Department supervisors visit the school social workers two or three times a year and ask for specific things while the heads of schools ask them every day to do a large and time consuming amount of administrative work. There is need to increase the visits of the Social Education Department supervisors to schools and to involve them in the relationship between the heads of schools and the school social workers in order to reduce the amount of administrative work. To avoid role conflict, the Ministry authorities should change the article that says "school social workers should do any assignments given by heads of schools", replacing the article with another, determining what kinds of assignments are related to the role of the school social workers so that the heads of schools do not use it to involve them in a large amount of administrative work.

There is supervision from the Social Education Department supervisor, and the head of school, and since the expectations and the interests are likewise different, this creates role conflict. Moreover, each one considers the school social workers under his supervision, thus creating role conflict. While the Social Education Department supervisors focus on the professional role, the heads of schools focus on the administrative work. The author suggests complete abandonment of the role of the head of school in the matter of the professional role of the school social workers since he or she is not aware of the professional role of the school social worker; thus limiting their supervision to the school administration work only. The Social Education Department supervisor is the one who should be responsible for the professional role of the school social worker since he or she is aware of and exposed to social work.

2. STUDENTS' PROBLEMS

Involving too many people in a problem sometimes makes the treatment very difficult. It is clear that involving other systems in the students' problems is important and the school social workers spend a considerable amount of time on this specific activity. However, for some cases, involving all systems just makes the problem worse since there are diverse and conflicting opinions and arguments about how to address the problem.

The Social Education Department supervisors and heads of schools look at different elements in the role of the school social workers in dealing with students' problems.

These supervisors evaluate the school social workers in matters of applying social work and social education regulations that relate to students' problems, while the heads of schools look at the role of the school social workers as part of the entire educational system. It is very difficult for the school social workers to meet all the requirements of the heads of schools, but it is reasonable to meet the requirements of the Social Education Department supervisors. Even though the school social workers believe that improving the relationship with the head of school is important to their job, they focus more on the requirements of the Social Education Department and they believe that it is the Department that should have complete supervision of their role in schools.

Female school social workers were better in dealing with students' problems than male school social workers which is related to the kinds of students' problems in boys schools (see Appendix I, 2.). According to the Annual Report (1991) of the Social Education Department male school social workers have more difficulty carrying out their professional responsibilities than the female school social workers. The reasons for having more difficulties in dealing with students' problems in boys schools are as follows:

1. Many male students refuse help from school social workers since they believe that males have to be strong and not ask for help. In other words, they hate to think that people would look at them as being in a weak situation.

2. Qatari families focus on restrictions imposed in bringing up girls, and give too much freedom to the boys, meaning there is some kind of control over the movement of girls which protects them from getting into serious problems, while boys can abuse their freedom to become exposed to serious kinds of problems.
3. The education system does not give enough authority over the behaviour of male students in the schools. Some male students have no respect for school regulations.

One school social worker wrote:

"In some cases, the Social Education Department does not apply the regulation regarding when students have to leave school, even though studying the student's case takes a lot of effort and time by the school social workers. Ultimately, students do not care about school regulations. The Social Case Section at the Social Education Department does not follow up on the students' cases that are sent to them by the school social workers".

4. Lastly, it is documented in the Ministry of Education's records that girl students do better in education than boy students. This means girl students are busy with their studies since they spend much of their after school hours at home, while boys have greater freedom of movement and may become involved in reprehensible types of activities.

A school social worker is the most selected individual by students for assistance in problems with other students, behaviour problems, and psychological problems (see

Appendix I (whom students with problems ask for assistance). This is because they associate with the school social workers often through school activities. The school social workers are easily accessible, and the students have confidence in as far as these kinds of problems are concerned. "The family", is the most selected by students for family, economic, health and psychological problems. This may be explained on the basis that family ties in the Qatari culture are very strong. Families try to help their sons and daughters not only morally and financially, but in other ways as well. Teachers are the most selected individuals by students for academic problems. This may be because teachers are responsible for the students' academic development. Teachers are always in contact with students in matters of teaching. The students also believe in the teachers' qualifications in dealing and solving their academic problems.

The families were selected the least by students for problems with other students and for academic problems. Teachers are the least selected individuals for family problems, for economic problems, and for health problems. Heads of schools, were the least selected for psychological problems, and for behaviour problems (see Appendix I (whom students with problems ask for assistance)). This may be because students believe that particular individuals deal with specific problems. They do not expect teachers to help them with economic problems nor do they expect families to help them with academic problems. This is because they have the wrong idea about what the school social workers, teachers and heads of schools do and how they can be helpful with all kinds of problems. It is also related to the attitude of the school staff, for example, behaviour problems are the responsibility of the head of school.

However, most students do not seek help from heads of schools because they are afraid of punishment. Though the family is responsible for the academic problems of students, some students do not seek their help for such problems. The role of a family is not just to provide their children with all financial needs, but also to take care and follow the academic development of their children. Students rely on their families in dealing with most problems. The school social workers are responsible for changing the ideas of students in the matter of seeking help. It is believed that there are certain problems in which a particular individual in a school or family also can help. However all systems, involved in students' problems, can also help at the same time. Generally, academic problems, absenteeism and behaviour problems are considered the most important, and the economic and health are considered problems of lesser importance, and the conflicts between the school and the parents related to the impressions of the parents that only certain individuals can deal with certain problems.

The media and other government and voluntary organizations can have programmes that involve the school social workers, the students' families, the teachers, and the students, to make people aware of the kinds of students' problems that the school social workers face. Families should always be in contact with the school, and follow the social and academic development of their children. The school social worker should always be in contact with the students' families as well.

Having psychologists in schools, as some participants of the research suggested, will create conflicts in determining what the tasks of the school social workers are and

what the tasks of the psychologists are, since the role of the school social workers themselves is not completely defined. Role conflict will exist since the psychologist's role will not be clear and the expectations of different people in the school of the role of psychologists and the school social workers will be the same, while they actually have different training and different interests. In other words, the school social worker's and the psychologist's roles, behaviour and expectations do not fit well together with the different expectations of the surrounding people. The role of the psychologists in the present situation would not be limited to their profession, but they would most likely intervene in the professional role of the school social workers as well, which would create role conflicts between them.

Some school social workers believe that there is a need to reduce the amount of time that is spent in dealing with psychological problems either by employing school psychologists or having a section in the Social Education Department and Girls' Education Department that deals with students' psychological problems. Some school social workers believe that their role will not be complete unless the Ministry of Education employs psychologists in each school, since the abilities of the school social workers are not sufficient to deal with psychological problems which need special techniques and experience that only trained psychologists possess; this would help the school social workers, since one would deal with cases and the other with activities.

One female school social worker wrote:

"Some students think that the social worker is a psychologist so when a student has a problem and talks to the school social worker without any results, he starts thinking that his or her case is getting worse. The school social workers should explain to the student from the beginning the difference between the school social worker and a psychologist. The role of the school social worker will not be complete unless they employ psychologists in schools. The school social worker deals with social and non-social issues only and there is a need for a counselling psychologist to help the school social worker, and complete the role so that the student receives complete guidance and advise".

The school social worker can deal with psychological cases by identifying such cases and referring them to a psychologist. However, the question here is whether they really need psychologists in the schools? Before answering this question, there is a need to look at the number of psychological cases in Qatari schools. According to annual reports, in 1991 there were 174 cases which is 0.3% out of 63,596 students and only 45 cases needing long-term treatment. It is not practical to employ a psychologist in each school for such a small number of cases. We have the Hamad Hospital and especially the various psychiatric departments of the hospital to deal with such problems, and the school social workers can very easily refer the psychological cases they discover to the relevant people.

The author suggests establishing a counselling psychology section in the Social Education Department with trained psychologists on the staff. This would be a more cost effective way of providing the school social workers with people to whom they can refer the psychological cases, than having a psychologist in every school. Thus one would wish to see the psychologist's role in school not as a replacement for the

school social workers, but as supplementary, and complementary to their role to avoid role conflict.

Intra-role conflict will occur since the expectations of different people in the school of whose role will be the same, while they have different training and different interests, and ultimately role ambiguity will arise since there is an uncertainty about what a particular role entails.

On the other hand, role complementarity exists between the role of the school social workers and the school nurse since roles, behaviour and expectations all fit together well with the expectations of surrounding people. Since there is a nurse in each school and the role of the school social workers is limited to discovering the cases and referring them to the school nurse or the hospital. Discovering the health problems is something very important, so the school social workers need to be aware of the students' health situations and the kinds of illness to which they are prone at this stage in their lives.

The author would also like to emphasize the danger of behaviour problems. Having observed Western behaviour problems, these trends should be considered nightmares of the education system and the Qatari society. The author requests and suggests to the Ministry of Education and other government and private organizations to cooperate to face up to the behaviour problems by studying the problems in more detail and thereby developing a plan to address and solve these problems.

Three Case Examples :

These are three students' cases which reflect the situation of students, schools, society, and the role of school social workers. The author will analyse the treatment process of the three cases in terms of the use of the social role theory and the psychological concepts as supplementary and complementary to the social role theory.

Case Number 1:

A female teacher complained about the low academic performance of a female student in the last grade of the secondary stage, science branch. After being interviewed, the student explained that she was worried and depressed after her father's death, since her late father had loved her very much. The empty place in her heart caused by her father's passing away was agony for her, seeing her mother work from morning to night was additionally depressing, and the responsibility that she had since she was the eldest daughter made her always afraid. She still dreamt of her father and was afraid of death. With this psychological pressure she has developed a pain in her neck and a little shaking in her body a week before, even though she was on medication. The nurse suggested referring her to a psychologist, however, the school social workers chose to delay the idea until they could see the development of the treatment.

Treatment process:

1. Advised her to read the Qur'an in emphasising the Islamic values and strengthening the relationship between the student and ALLAH which will make her accept the will of ALLAH.
2. Advised her to change the house that reminds her of her father. So she and her family changed the house.
3. Explained to the student that she is in the last grade and she should study hard so that she can help her mother in maintaining the family.

4. Distributed the work of the house among her and her sisters and brothers, and advised her to be close to them and not to stay alone except during the time of study.
5. Explained to her the meaning of her dreams and the imaginations of her father in a nice manner, because she loves her father.
6. Advised her to go to the hospital to obtain suitable medicine for herself.
7. After a few days, the student's situation improved, and she came to school without any troubles or symptoms. The school social worker followed the case up and encouraged the student until she overcame that stage.

The female adolescent student was a good student and had a strong relationship with her father. The daughter suffered from the loss of the father, and because of her father's death, she had to take new responsibilities (new roles) to help her mother, and to provide greater care to the family. These responsibilities turned out to be stressful and difficult while her family situation asked for help. Using ideas from role theory helped to explain that there was role conflict here between the daughter as student, which was important for her self-esteem, and her role as a caring daughter. This was the inter-role conflict, because the student's responsibilities and the family's responsibilities conflicted. Looking more deeply into the situation, the female student was suffering from role ambiguity; because she understood and appreciated all these views of what her role as daughter should be, she was herself uncertain about how she should behave. We can see how role theory can clarify what is going on in this situation, without blaming individuals or criticising their behaviour or thoughts. However, proponents of more psychological ideas would criticise this approach for neglecting to deal with the strong feelings which might arise and prevent people from actually changing their behaviour or resolving the conflicts revealed. For example, in this situation dealing with sadness over the loss of a father, effects the behaviour

and thinking of the daughter as a student and as a daughter at home, which ultimately may create conflict between the daughter and the mother and the daughter and the school. For that, we see that the school social workers used psychological concepts to deal with the sadness of losing the father to change the thought and behaviour of the student such as accepting the will of ALLAH, changing the house that reminds her of her father, and explaining the meaning of her dreams in a nice manner.

Even though the female school social workers succeeded in solving the student's problem, the question here is whether a school social worker is qualified to "treat" a psychological problem that has physical symptoms? Is a school social worker responsible for any negative symptoms that might have developed in the student's case since she did not refer the case to a psychologist? According to the academic background and training of the school social workers, they are not qualified to "treat" a psychological problem, but they can "deal" with psychological problems. The school social worker was supposed to refer the case to a psychologist. Treatment or dealing with the case was supposed to be under the supervision of a psychologist so the school social worker would not be responsible for any negative development of the student's case. The school social worker could work with the psychologist to try to solve the problems since the role of the school social worker is very important, especially in the social part that related to the family and environment.

Case Number 2:

Female student in secondary stage of her education living with a family of five complained of the separation between her father and her mother four years ago. Student exhibited unexpected behaviour in the class from time to time

without a clear reason. The student in the beginning refused to say that there is a problem at home. After talking with the school social worker for a while, she became more relaxed and started to tell that it was the old problem that affected her and she cannot forget it which is the separation between her father and mother because of some argument. She said that her father comes to visit them at home but she doesn't talk to him, even though there is a need to talk to her father and sit with him. The school social workers emphasized to the student that her unexpected behaviour was because her sub conscious mind has the desire to talk and sit with the father. School social workers advised the student to see her father. The student saw her father and talked to him. After a short time the unexpected behaviour of this student stopped.

This case shows a role conflict experienced by the student's ego. She saw conflict between her role as daughter in matter of how she should deal with her father and her father's role in the separation between him and her mother. There is a contradiction between the ego's perception of what her role should be as daughter and her perception of his actual role behaviour, this led to her unexpected behaviour. The ego perceives a great difference between how she should act as a daughter and how she actually did behave, and she became disturbed or distrustful of herself as a daughter. The school social worker simply tried to change her expectations of the role of her father and explained to her that the separation of her parents should not change her thought or behaviour towards her father since he is still her father.

The school social worker should consider all aspects in dealing with any problem in order to make a good diagnosis and treatment, since the root of a problem sometimes is very different from the symptoms of the problem. In this case it started with unexpected behaviour beginning with the separation of her parents to the desire to sit and talk with the father. This case also reveals that there are family problems in Qatari society but students hesitate to ask for help because they are afraid to talk

about the problems since these issues are very sensitive in Qatari society. School social workers should make the effort and seek and discover family problems and not always wait for students to ask for assistance.

Case Number 3:

Male Qatari student in the secondary stage stopped going to school because he felt depressed since he failed for two years in the English language subject only. The school social worker called the house and talked to his father in school, the father could not convince his son to return to school. Afterward, the school social worker talked to the student several times to advise him to continue his studies. He came to school and told the school social worker that he liked school and learning. The school social worker encouraged the student to study and also asked the English teacher to give this student special help. Last, a warning was given to the student, either he passed all his course, including English, this year or the educational authorities would ask him to leave school. The school social worker followed the case up and the student made good improvement.

The student was an adolescent boy with a minor weakness in English. Having gained local reputation for being a bad student, he was encouraged by the academic regulations and social pressures to stop going to school. The school social worker encouraged the student to study and also asked the English teacher to give this student special help. These ideas thus fail to question the academic and social circumstances which lead the student to stop attending school in the first place, and shows how the school regulations themselves are crucial in creating problems among students. Giving a warning to the student, that he either passed or the educational authorities would ask him to leave school, without considering the social circumstances of the student, would inevitably lead to preventing the student from education, and where is the role of teacher in the first place? School regulations play a major part in

creating the problem since the student was afraid that if he failed the education authority would ask him to leave school. There is a need to take care in assessing the school regulations to avoid distrust systems and behaviour. This case also reveals that the school social worker should not stop assistance at a certain point, but that the role of the school social worker is to try to continue the help to the students in not only dealing with their problems but also in bringing a change in the school system and the education system. The school social worker, therefore, needs to be patient and always optimistic that he or she can provide help for students and the education system.

Students' cases reveal that there is a need for change in the academic and social circumstances in matters of dealing with students. The school regulations are crucial in the academic and social life of the students. The educational authorities should consider the social circumstances of the student before taking any decision. There is a need to take care in assessing school regulations to avoid distrust systems and behaviour. Students' cases also reveal that the use of psychological concepts have increased in the role of the school social workers as a result of the development of the society and the new fast life of Qatari people. The responsibilities for some students outside the schools are stressful and difficult and a role conflict is experienced by the students' ego. They become disturbed or distrustful about themselves in school and in society. There are family problems in Qatari society, but students hesitate to ask for help because they are afraid to talk about the problems since these issues are very sensitive in the society. The school social worker can solve the problems that have social aspects and are related to the family and

environment where the Islamic principles play a very important role in the treatment process. There is a need to improve the academic background and training of the school social workers so that they can deal with the students' problems besides making changes in the school system and the education system.

3. SCHOOL'S ACTIVITIES

Respect for Islamic values was selected the fifth-place value according to time for the entire population and only 20.3% selected it as the first-place value according to time, and 18.9% selected it as the least. Only 40.5% selected it as the first, second, and third (see Appendix I, 1. P 14 (School's Activities, Part I: Values, Rank the Goal (Respect for Islamic Values) Qatari schools in Each Group According to Their Priority, Importance, and Time That It Takes in Your Real Work). School social workers believe that there is a need to have more school activities with emphasis on Islamic values.

Even though the overall mean reveals that respect for Islamic values was selected the first-place value according to importance for the entire population, there were only 35.1% who selected it as the most important value, and 13.5% selected it as the third and fifth place goal. Only 60.8% selected it as the first, second, and third most important value (see Appendix I, 1. P 14 (School's Activities, Part I: Values, Rank the Goal (Respect for Islamic Values) in Each Group According to Their Priority, Importance, and Time That It Takes in Your Real Work). Since all the school social workers are Muslims, why did the majority of the school social workers not choose

increasing students' respect for Islamic values, as the most important goal? This does not mean that the school social workers do not care about Islam. The school social workers do not distinguish between what are merely social values and what are the values of the Islamic civilization. They believe in Islam and in the teaching of Islam but they look at their role in the school from a social point of view as their instructors taught them at the university. Since all the school social workers are Muslims the overall results made the respect of Islamic value the first important value which reflects their Islamic religious values. There are, however, contradictions between how they should look at their role. According to their academic background, they look at their roles in school from a social point of view while their society and personal values ask them to involve Islamic teaching in every aspect of their life.

This dilemma can also be seen in the new generation of students who are beginning to question whether a traditional Islamic approach is appropriate for modern times and ask of each required activity, whether it is Islamic or social? Are there contradictions between Islam and the activities designed to help our young Qataris to become more competitive in an advanced information-based world civilization? After all, for almost fourteen hundred years, from the time of the Prophet (Peace and Blessings of Allah be Upon Him), the various Islamic civilizations were more advanced scientifically and culturally than the other civilizations who were going through their Dark and the Middle Ages. At the same time, the Arabs were devising algebra and the familiar Arabic numbers. Islam worked successfully then to make our Islamic civilization more than competitive with our rivals, and it can work successfully in today's information-based world civilization as well.

Since Islam is a fact of Qatari society, and nothing can work successfully without considering Islamic values, and since one of the principles of social work is that all programmes should reflect the values of the society, this dilemma can be solved by basing the academic teaching at the Social Work Department of the University of Qatar on Islamic values rather than on the Western outlook of self-determination. All the social values that are worth mentioning in Qatari society can be considered as Islamic values since they are in the teachings of Islam and not contradictory. The school social workers also need to cover their roles in schools by Islamic principles and teachings and should not engage in any kind of activities and professional social work practices that are in contradiction with Islam. More information should be given in the form of speeches and lectures for the school social workers about this dilemma. These lectures could be arranged by the Social Education Department so that the Qataris can avoid this dilemma and would not lose their dignity as Muslims.

4. RESEARCH AND SOCIAL STUDY

Role discomplementarity is related to the conditions of the school social worker's role in doing research which is not consistent with the expectations held by the Social Education Department supervisors and the heads of schools. They have contradictory expectations of the school social workers in matter of research.

The heads of schools are less satisfied with the procedures and methods that are used in research by the school social workers than are the Social Education Department supervisors (see Appendix I, 2.). The Social Education Department supervisors

evaluate the final outcome of the research since they only visit schools two to three times a year. Though, the heads of schools are not involved in evaluating the school social workers' research, they are always close to them so that they can evaluate the time and effort the school social workers put into their research, and observe their research processes. To improve the relationship between the school social workers and the Social Education Department supervisors in order to avoid any conflict in the matter of research, the Social Education Department should notify them of the possibility of applying their research findings in their role in school.

Absence of instrumental means : the school social workers, Social Education Department supervisors, heads of schools want to have good researches but they lack the tools necessary to carry out the research. They want to increase the financial support for the research and improve the abilities and skills of school social workers, but there are controls by the Ministry regulations in this matter.

There is a need to increase the experience of school social workers in doing research, by training them to use scientific methods in order to improve the quality of their research and its outcome. There is a need to involve heads of schools more in school's research by showing them its importance. The Social Education Department supervisors have to be involved more in research procedures too, and need to find new methods of evaluating the school social worker's research by paying frequent visits to schools, and establishing committees to evaluate school social worker's research where heads of schools shall be involved so that they can provide rewards and publish good research. School social workers' research work is seldom published

and teachers are not aware of the research work done by the school social workers. There is a need to publish more school social workers' research, especially in schools, and to increase the quality of the research by imparting more training in doing research work, and involve teachers as well in the school social workers' research. There is a need to have rewards for good research work done and the school social workers should put in more effort in doing research work.

5. TEACHERS, STUDENTS, AND PARENTS

The school social workers are moderately successful in their role according to teachers, students, and parents (see Table 8). The teachers were always in some kind of conflict with social workers since they believed that social workers actually did very little while the teachers worked very hard in the schools. The poor relationship and lack of cooperation between the school social workers and the teachers, and the lack of knowledge about the role of the school social worker, create role conflict between them. Some teachers look at school social workers as people who do not have many responsibilities while they, the teachers, have to work longer hours in their classrooms. Some students resist any nature of help from school social workers because they do not understand the kind of help that the school social workers can provide. Students and their parents were always asking for more work from social workers due to a sharp rise in expectations on their part. Sometimes there are arguments among the teachers, the school administration, and the school social workers about the formation of committees for the school's activities. The school social workers' believe that the other school staff should also participate in organizing

the school's activities, while the teachers think that the school activities are not part of their job, especially if they have a heavy teaching schedule.

1. Teachers

Cognitive discrepancy is based on a lack of knowledge of what are the roles which the school social workers are supposed to perform. The lower evaluations of Teachers in some duties, for instance, is related to cognitive discrepancy, as the teachers may not have a clear idea of all the roles the school social workers are supposed to perform. Unfortunately, some teachers and heads of schools are not aware of the type of role that the school social workers can play and so they sometimes require the school social worker to work in the company of another administrator in the school so the social worker cannot have privacy in meeting with students and keeping everything confidential. The researcher suggests that the Ministry of Education assign a specific place in the school for the social worker to do administrative work and another location to meet students and their families for better intervention.

One teacher in secondary school wrote:

"I suggest eliminating the school social worker as a member of the school staff since school social worker neither solves the students' problems nor develops school activities. School social workers role is only to do what school administration and students ask for, whether this suits the school regulations or not".

Some teachers refer students to the school social workers for the wrong reasons, and some do not refer students' cases to the school social workers for their problems to be dealt with according to scientific procedures. The school social workers have difficulty in showing the teachers how to deal with students. Some teachers are not aware of the students' personalities and their sociological and psychological development or they do not care enough about their problems.

Their personal assessment determines the kind of relationship that exists between the school social workers and the teachers. Both the school social workers and the teachers are responsible for developing this relationship. Some teachers need to know more about the role of the school social workers and some school social workers must be patient with the teachers so that they can gain their cooperation which would make their work much easier and more effective. While in some schools, the school social workers have difficulty showing the teachers how to deal with the students.

The belief of most teachers is that teaching and dealing with students is very difficult, besides which they are also involved in after school activities which takes more of their time. They feel that they are under pressure in the school and so they expect the school social workers to be involved more in administrative work, since they look at administrative work as something easy, while teaching and dealing with boy students is considered very difficult. It is a reflection of their situation and the type of jobs they do in schools.

Some school social workers have the wrong idea that involving teachers in students' problems is not very important. Some school social workers even have problems when they involve teachers, because teachers have less knowledge of how to deal with students' problems and the kind of treatment required, since they have a tendency to punish students. There is a need to change the attitudes and the wrong ideas that exist between the school social workers and the teachers in order to improve their relationship. This can be done by more meetings and better understanding of the roles of both in schools in general and in students' problems in particular.

Dealing with low academic performance and behaviour problems should be made a part of the evaluation of teachers, and giving the teachers the choice to choose the kinds of activities that they would like to participate in. In other words, there should be a desire to participate in school activities, and sufficient rewards for teachers who participate, such as a letter of appreciation. The teaching schedule for teachers who participate in activities should be also reduced so that they can have more time for activities.

To improve the relationship between the school social worker and the teacher which ultimately will reduce the conflicts between them, teachers need to be made aware during their training of the role of the school social workers in dealing with students' problems. Teachers should increase their cooperation with the school social workers. Teachers should deal with small problems in the class itself; this would reduce the pressure on the school social worker. Showing the teachers know, understand, and

cooperate with the school social workers would ultimately increase the students' respect and cooperation with school social workers. Teachers need to be aware of the training and of the role of the school social workers in dealing with students' problems.

2. STUDENTS

Status discrepancy exists when school social workers expect the school administration to fulfill the administration duties, so that they may focus on their professional work such as dealing with students' problems and developing activities for students. The high evaluation of teachers and students of the school social workers' role in the administrative work and school activities could be related to status discrepancy, as the school social workers' role in administrative work is clear to teachers and the students (see Appendix I, 2.). This indicates that the schools depend on school social workers for their administrative work, while there are other staff in the school who are supposed to have complete responsibility for the administrative work. The school social workers should focus on their professional role more, such as dealing with students' problems and school activities.

There are not enough programmes that teach students to practice what they have learned and the school social workers are not fully aware of this. This is related to the teaching system, both in schools and at the University of Qatar, since the focus is on providing information for students rather than letting them learn how to practice what they have learned. Unfortunately, there are some school staff and school social

workers who do not have enough belief in the abilities of students which is reflected in the students' confidence or lack of it. There is a need to change the thinking and attitudes in schools by making education more flexible, and not just focusing on teaching, so that the students can believe in themselves and in their abilities.

One student in the preparatory stage wrote:

"I can't understand why students are afraid of the school social worker, head of school, teacher, or any school staff in school. Why is there no relationship between a student and them besides the academic relationship? Why can't some of them try to understand students? Why are some of them always angry or mad? I do not think being mad is the only way to deal with students or that it is going to make the students active".

Another Qatari male student in secondary stage wrote:

"The school social worker in Qatari schools is a non-entity, he does not have any impact on the school or the society. It is impossible to establish a relationship between students and the school social worker since students do not recognize him. The school social worker is dispensable in the school, should be removed, and used his office as a classroom so that students can get the benefit of his office".

Role discomplementarity is related to the conditions of the school social worker's various role which are not consistent with one another and with the expectations held by students. Some school social workers focus on good students and ignore the bad ones in their guidance and care. There is not enough confidentiality between them and the students since some discriminate among students, and some are always on the side of the teachers because they do not wish to embarrass the teacher or perhaps because the teacher is a personal friend of theirs.

One student stated:

"The school social worker should close the gap between students and himself or herself, and not just stay in the office most of the time. School social workers should discuss the results with students after exams to find the reasons for their low academic performance and how it can be remedied".

Some school social workers only involve students who know about demonstrating activities while all the students are supposed to participate in the school activities, since education is for all of them. They choose students with high academic performance so that the work appears of a very good standard and the school social worker saves the time and effort by not involving the students who are less academically able or who are unable to participate efficiently.

Another Student stated:

"Some school social workers involved only good students in school activities. All students should be made to participate in school activities, since we educate all students. The benefit in this case goes to specific students only. Sometimes the school social workers choose students with high academic performance, so that their work appears of a very good standard and the school social worker saves time and effort by not involving the students who are not so academically clever or who are unable to participate efficiently. Some school social workers focus on good students and ignore bad students in guidance and care. Some focus on things which do not need much effort and which can be considered a waste of time instead of focusing on important things. The rewards, should be for all students, not specific students".

They should deal with students equally and not differentiate among them according to their social status. Activities should be for all students. The school social workers should deal with students as brothers and remove the barriers by socializing with students, and searching for students who need help regardless of their nationality or

their academic achievements. This partiality creates hatred and jealousy among students and between students and the school social workers.

Sensitivity and confidentiality are very important in the role of the female school social workers. Girl students in preparatory and secondary stages are very sensitive, so the female school social workers should be careful not to embarrass a girl student in front of her friends or her family and try to solve the problem with respect without hurting her feelings, and prepare her to accept advice.

Some students have complaints that the school social workers are always on the side of the teachers, that they do not want to embarrass the teacher because the teacher may be a friend of the school social worker. The school social workers should not blame the teachers or the students when there is a problem since that has a negative effect on the teachers and the students. They should not get angry and shout in front of the students because this will make the students keep away from them.

3. STUDENTS' PARENTS

Allocative discrepancy : the role of school social worker is to strengthen the relationship between the school and the parents. Some school social workers deal with students' problems within the school boundary, and do not involve the parents in the school activities. School activities are evident to the teachers and students and it is clear for the teachers and students what the school social worker's work is but not to the parents (see Appendix I, 2.). There is not enough contact between school

social workers and parents. It is very difficult to deal with the students' problems without the help of the students' families. There is a need to improve the relationship between schools and parents with the school social workers playing a very important part in this matter.

Discrepancy of value orientations : one component in the role conflict is the Qatari preference for keeping difficulties hidden within the family. The students expect the school social worker to help them with their problems without involving their families. However, the school social worker wants to involve students and their families. Another component is the culture of the school. The head of school is habituated to giving instructions in which the outcome of the subordinate's action is precisely specified. For example: punish this student in this way. To a great extent, heads of schools do not recognise that the outcome of many social work activities cannot be precisely specified in advance.

School social workers do not make enough effort in involving families in the students' problems. Some families may not cooperate enough with them and may not follow the progress of their children and understand the danger of these problems, since they may be busy with personal and business affairs. It is the responsibility of parents in any society to take care of the students' problems as well as the school social workers. The media and other government and voluntary organizations can have programmes that involve both, the school social workers and the students' families, teachers, and students, to make people aware of the kinds of students' problems that the school social workers face. The school social workers should understand that

treatment for the students' problems will not be effective unless their families become involved in this matter too, and so they have to improve their efforts to make families more involved by explaining to them the importance of their cooperation in treatment procedures. Cooperation among school social workers and parents is very important at all stages.

One Qatari male parent wrote:

"Finding a good school social worker is more important than trying to develop their role. They should deal with students equally, not differentiate among them according to their social status. Activities should be for all students. They should use the teachers and school staff as resources for the educational aspect in the life of students. Some school social workers are good in activities but not in dealing with students' problems. They state that there is immoral behaviour in schools that until now, has not been studied in depth. This immoral behaviour should be dealt with. Schools should serve the community as cultural centres. Should use the human aspect of love and feeling with students, and school staff should be a good example, and not impose their personal opinions when dealing with parents and students".

Another Qatari male parent wrote:

"I do not think that there is a non Qatari school social worker with excellent qualifications who can play a good role in Qatari schools, since the social life (customs and tradition) in their country are different from the social life in the Gulf".

Through evaluation only, social work in schools can reach the desired status, since one day the parents will ask the whole education system to be accountable (Elghazzawy, 1983). The school social workers have to prove to others that their roles have a positive and an important impact on the life of students and on society as well. As more and more people become aware of their rights as parents, they will

begin to exercise their power, and the school social workers who have traditionally been the link between home and school, are the most likely candidates to come in contact with parents and be answerable to them (Hancock, 1982). For that, there is a need to re-identify the services provided by the school social workers, according to the nature of the students' problems and also of the education system which will have an effect on the life of the students. The school is not just a place to solve the problems of students, but is an institute to touch upon all aspects of the life of the students, in giving the new generations the chance to learn and prepare for the future.

To sum up, school social workers have whetted the appetite for social work services although they fall far short of fully satisfying it. The study suggests that whatever the arguments among Social Education Department supervisors, heads of schools, teachers, students, or parents about the skills and abilities of school social workers, there is a need for improvement in training and support for school social workers which is not presently provided at the level that is satisfactory to all members of the system who were involved in this matter. The positive opinion of the Social Education Department supervisors can be used by school social workers to influence the behaviour of the organization as well as of individual students. The socialisation into the role of the school social worker could be improved through training. The socialisation of the teaching profession should change so that teachers are informed about this role and are prepared to make space for it. The socialisation of parents and pupils, in order to accept this role, is a more long-term project. For instance, one of the main professional tasks is to maintain order in the school, and the heads of schools and teachers put a high value on the students conforming to the school's

regulations and a low value on any changes in the school which would make it easier for students to conform. Some heads of schools, teachers and parents (and some students) do not accept the school social worker's role in trying to bring about changes in their school, family or behaviour, as a welcome one, even if they are aware of its importance. The teaching system, both in schools and at the University of Qatar, should change their focus from providing information for students to learning how to practice what they have learned. There is a need to change the thinking and the attitudes in schools by making education more flexible, and not just focusing on teaching, so that students can believe in themselves and their abilities. There is a need to build up confidence between the school social workers and the students, through fair and equal treatment of students and not by differentiating among them according to their social status. Activities should be for all students alike. The school social workers should deal with students as brothers and remove the barriers by socializing with them, and searching for such students who need help regardless of their nationality or academic achievements.

Role complementarity exists when roles, behaviour and expectations all fit together well within the expectations of the surrounding people. Role conflict exists when one role is incompatible with another role. The school social worker should consider all aspects in the life of the students and the society, since Islam is a fact of Qatari society, and nothing can work successfully without considering these values, and, since one of the principles of social work is that any programme must reflect the values of the society, the academic teaching at the University of Qatar and Qatari schools should be based on Islamic values rather than on the Western outlook of self-

determination. The most influential part of socialisation comes from socialisation into the culture and family which generally forms the foundation for the development of the school social workers' own convictions. The difficulties of applying Western non-directive methods in Qatar will be the conclusions of the research.

CHAPTER VIII

CONCLUSIONS

The argument of this research was to show that any evaluation or understanding of the role of the school social workers has to develop and shape according to values, customs, and principles existing in Qatari society, where Islamic values play a big role. Whatever contradicts the Qur'an and the Hadith in the Western ideas, cannot be used or implemented in the Qatari society because the Qatari people consider it a "falsehood", but whatever is neither confirmed nor contradicted by Islam can be used or implemented in the Qatar society. Better understanding of the role of the school social workers in Qatar will not come by copying Western knowledge without consideration for the nature of the Qatari society. So the main objective of this thesis is to show that Western ideas cannot be imported unselectively into the Arab world.

This study (criticism) is not against Western social work as such as it is believed that we need to use the knowledge and development of social work in the West to develop social work in the Arab world; however, we should borrow only what is suitable for Muslim societies, otherwise, we will fail in taking advantage of the Western social work insights in the Arab world since any kind of professional social work will be rejected by the Muslim people.

A LARGE MEASURE OF SUCCESS

The researcher has evaluated the reality of school social work in Qatar from the point of view of both the providers of school social work, who are school social workers and the Ministry of Education as represented by the Social Education Department supervisors; and the consumers of school social work as represented by teachers, students, and parents. The most striking finding is the large measure of success acknowledged in respect of carrying out a large number of their duties. However, I have over-emphasised the conflicts and difficulties in the role.

Even though a satisfactory degree of success has already been achieved in the role of the school social workers' performance according to the opinion of the participants, the socialisation into the role of the school social workers could be improved more through training and this positive opinion can be used by the school social workers in influencing the behaviour of the organization as well as that of individual students.

THE SPREAD OF WESTERN IDEAS OF SOCIAL WORK IN THE ARAB WORLD

Social workers in the United States and Western Europe spent much of their efforts in establishing social work as a respected profession. Because much of the research in this area was done in the United States, the social work pattern that has come from there both directly and indirectly, has greatly influenced that of the Arab world. With the advent and development of education in Arab countries, social work has spread

as a new professional vocation. Egyptian influence has been felt the most within the Arab sphere of influence, largely due to Egyptian instructors employing the curricula and social systems they had learned at home. The adaptation of the "Egyptian" social work system was easily accomplished by other Arab nations due to the affinity of their religion, language, and customs.

In Egypt, social work as a field of practice, was primarily introduced through the school, as education was available for most of the populace. In 1950, the Minister of Education in Egypt, Dr. Taha Hussein, made education free for everyone, and the ministry attempted to increase the number of teachers because of the increase in the student body. In the secondary school system "Supervisory Teachers" taught on a half day basis, and took care of students problems and school activities in the latter half of the day. Dr. Taha Hussein canceled this system so the teachers could teach a full schedule and meet the needs for more teachers. As a result, social workers were hired to fill in the gap left by these departing supervisory teachers. Social workers could be found in every school, their number increased, and ultimately became part of the educational system within Egypt. Because of Egypt's influence on social work education in the Arab world, this trend also occurred in other Arab countries such as Qatar (Hasanen, 1983).

Although social work in Egypt was largely influenced by American thought, different circumstances saw the Egyptian social work system implemented through the secondary schools as opposed to American social work implemented in family social organizations. Again, this placement of social work education within the Egyptian

educational system extended into other Arab social work educational training programmes, through the schools.

Another factor which influenced the impact of social work in Arab countries was determined in part by their former colonial ties. Not all such influences are identical. The fact that the British colonial tended to lead to a reliance on local, decentralized and informal initiative for social welfare, while the French colonies reflected a more centralizing and co-ordinated tendency is an illustration. As a consequence, developments after decolonization were also varied (Payne, 1991). Those countries formerly occupied by France such as Algeria, Morocco, Tunisia, and Syria have not developed the social work field to any great extent because France itself has not developed this area to any appreciable degree. Those countries such as Egypt, however, that were under British dominion, show greater social work development mainly because Britain had developed an extensive system of social work. America's influence of strong development in the field of social work can be detected in those countries that never experienced outside domination, such as Saudi Arabia (Hasan, 1982).

In Algeria, they call social workers "social helpers," and they train these individuals for one or two years. In Morocco, social workers are trained for two years, but in Tunisia the maximum training is three years. The Social Work Institute was established in Syria but was later closed. This also occurred in Iraq, where studies in the field at the university were canceled. Social work is taught at university level in Libya and in Sudan (Hasan, 1982). Saudi Arabia provides for social work

education at King Saud University, and other institutions of higher learning. In Kuwait, the United Arab Emirates, and Qatar a bachelor's degree is offered in social work (Hasanen, 1983).

Social work in the United States and Britain is well developed and this necessarily influences those Arab countries that have close ties with them. Students from the Arab world study social work in these two countries and carry what they have learned home. At home they have the opportunity to further develop social work for their fellow citizens.

In looking at social work in general, and school social work in particular, in the Arab world, it is clear that Western principles, values, theories, and all aspects of Western social work are imposed on it. The older generation that studied social work in America and Western countries and then went home to become social workers did not make the effort to develop social work according to the Islamic values and principles. People in the Arab countries live their lives according to the Qur'an and teachings of the prophet Mohammed (*Sallalloho alaihe wasallam*), so how do we work with people and the values and theories of our profession if they contradict their beliefs? For example, in Muslim countries the rights of the individual stop where exercising these rights violates Islamic law. When an individual exceeds these Islamic limits, his/her conduct is no longer considered an exercise of individual rights. An example of such conduct is homosexuality. Western social work considers it the right of the individual to be a homosexual (self-determination), and social workers should respect this right. People in Islamic countries, expect social workers not to approve

behaviour such as homosexuality, and expect that social workers will help clients to change their homosexual attitudes and behaviour. There is a need for new understanding and developing new social work in the Arab world that suits their beliefs and values, instead of imposing the values of the West on the Arab world.

Because of the number of students studying at the Social Work Department at the University of Qatar it became necessary to establish other facilities to provide practical teaching. The Hamad Medical Organization which comprises of Hamad General Hospital, Al Rumeillah Hospital, and the Women's Hospital, is one example of this extension in developing a Social Work Department in 1982 (Hamad Medical Organization, Social Work Department, 1991). There are other organizations and associations that also provide social and human services such as the Ministry of Labour and Social Affairs, the Qatar Association for Youth and Sport, and sports clubs. Voluntary organizations also exist, these include the Qatari Red Crescent Society and Al-Gasrah Club, providing human, cultural, and social activities.

In 1957, the state financed education in Qatar officially started. With the increase of students and schools, there was a need for professional help in dealing with students' problems. In 1962 the Social Work Section was established for this very purpose, the name later being changed to the Social Education Department. The Social Education Department contracted two Egyptians as social workers. One was hired to work in the Boys Teachers School and the other in the Boys Doha Secondary School. After the Provisional Constitution was established and the ministries formulated their regulations as of February 4, 1970, the Ministry of Education hired

more Egyptian social workers (Hasanen, 1983). In 1974/75 there were 15 social workers, 8 male and 7 female. In 1981/82, there were 93 social workers, 46 male and 47 female. In 1991 the number had increased to 251, 77 male and 174 female (Social Education Department, Annual Reports 1974-1991).

In 1980/81, the Ministry of Education established an institute for the handicapped to be under the supervision of the Social Education Department, named Mahad Al-Amal, which was later changed to Al-Madrasah Alfakraeh. This institution is for the deaf and dumb who have the ability to learn, and the mentally disabled regardless of whether or not they possess the ability to learn. It was started with one social worker and a psychologist who aided teachers in dealing with the students. The Psychological Clinic, under the supervision of the School Health Department of the Ministry of Education hired two social workers, one male and one female in 1981/82 (Social Education Department, Annual Report, 1982).

Social work became solidly entrenched in Qatari schools with the establishment of the Social Work Section in the Education Department in 1962. This started with only five social workers and administrators but now they have hundreds of employees. Historically, social workers were introduced into Qatari schools because of the Egyptian influence in Qatari education. Social work plays a major role in Egyptian schools and the Qataris drew heavily upon Egyptian expertise.

However, the social worker is needed in all areas of Qatari society as a result of outside contact. This has brought new and foreign problems to the Qatari populace

and Qatari society was unprepared to cope with them. These dilemmas are seen in individuals, families, and society. Students' social problems are especially visible in schools and it is thought necessary that professionals be available in the schools to help students cope with the resulting obstacles. It was decided, therefore, that social workers should work through the school system to help establish an environment where students could be helped by useful school activities.

UNEVALUATED WESTERN CONCEPTS OF SCHOOL SOCIAL WORK

After a thorough literature search, the researcher is certain that no evaluative study of school social work of the type he, (the researcher) has carried out, has been published in English.

School social work in the United States of America has a long history in schools, and touches on the problems of students, especially behaviour and family problems, where school social workers depend heavily on families as resources. School social workers concentrate on families that have special needs and the ways that school social worker may endeavour to meet those needs. Abused families, families with children who have disabling conditions, and families undergoing changes in life styles. School social workers are also concerned with problems which are most often associated with adolescence : teenage pregnancy, alcohol, and drug use. Also, the cultural and racial differences in American society, along with the fast changing lifestyle in American society are important subjects school social workers have to deal with (Allen, Washington, & Welsh, 1986).

Lela B. Costin (1975) presents a model for school social work which works on systems and sub-systems instead of individuals. The model derives from system theory and social learning theory. The author states that problems in children are the results of several factors embedded in the school-community-pupil triangle. The social learning theory gives a clue to the causes of malfunction rooted in culture, society and community; and the systems theory directs us to alter system elements in order to achieve a desirable state of affairs. This leads to the conclusion that not only the dysfunctional child should be the focus of school social work, but that the school and/or community and/or parent sub-system could be modified, if indeed fault is found with any of these systems. Therefore, this model concentrates on finding (1) deficiencies in the school and the community and (2) the interaction between specific characteristics of the system and characteristics of a group of pupils - the problem or affected group. A group of pupils with a common set of problems is used in this model instead of the traditional individual child oriented approach. The problem pool in this model is much larger than in the traditional school social work model. Therefore, it requires competency in a variety of areas. Firstly, social workers should be able to assess pupil problems in the context of school community relations. Assessment of school objectives, community and school-community-pupil interaction is important. Service is provided much more informally than in traditional models. Therapeutic teams follow flexible policies instead of the fill-in-the-blank type approach. All levels of administration are included in problem solving. At every step, programme evaluation guides the social workers to subsequent steps. Programme planning, designing and evaluation skills are important for social workers using this model.

A similar model (community-school-pupil trio) has been presented by Norman Radin (1975). In this model, social workers deal with an extended client system which includes the school and the community as sub-systems. Like some other models presented in this literature review, this one also concentrates on problems identified in large groups of pupils rather than individuals. Therefore the social worker must deal with social organization factors, school deficiencies and policy matters. The author emphasized, that school social workers must see school problems as part of a larger system which includes other institutions. Suggestions for programmes which may affect different parts of this system include education programmes; parent discussion groups; creation of gratifying roles for failing students; classroom management techniques; involving the community more actively in the school; serving as advocates for children; encouraging school age students to continue in school; developing alternative schools; using retired and senior citizens in the school; getting parents more involved with the school. As can be seen, the social worker working in this manner will find himself/herself in several roles at the same time. The school social worker has a multiple role. It is suggested that training of social workers must be very comprehensive, and evaluation should be part of any school social work programme.

Since the conception of school social work in the early part of this century, pupils' changing needs have required new social work methods and new roles for social workers. A definition of school social work could be derived from the tasks school social workers are involved in. Costin (1969), conducted a study to find what school social workers perceive as their primary tasks and then derived a definition of school

social work from it. One hundred and seven items were collected and respondents were asked to answer two questions on each task: (1) How important do you consider the task for the attainment of school social work goals within the school? and (2) Can the task appropriately be assigned to a person with less than your level of education and professional preparation? A factor analysis was carried out which revealed nine factors:

1. Leadership and policy making
2. Case work service to the child and his parents
3. Education counselling with the child and his parents
4. Personal service to the teacher
5. Case load management
6. Interpreting school social service
7. Liaison between the family and community agencies
8. Interpreting the child to the teacher
9. Clinical treatment of children with emotional problems.

The study lead to the conclusion that school social work had not responded to the needs of the time nor to the opinions expressed in the literature of the time redefining social work. It was found that school social work remained clinically oriented rather than being flexible, experimental and diversified. The author concluded that the revealed definition did not provide a promising basis for experimentation in assigning responsibility to social work staff with different levels of education.

In a replication of the same study in 1977, Paul Allen Meares found both differences and similarities. Two main tasks remained prominent in both studies: leadership and policy-making and, education counselling. The study found that social workers were still performing the same case work and clinical tasks as they were in the 1960's although they were more diffused now and intermingled with an array of other tasks. The 1977 study indicated a broader kind of practice which incorporated into it not just the child but the entire pupil-school-community system. The new definition is more inclined towards the systems approach to school social work than the more traditional approach. As a result, the author recommended that the changing role requires social workers to be trained in a manner which accommodates the new challenges to school social work.

School social work deals with the complex phenomena of pupil-school-community interaction. In order to successfully meet the requirements of a high pressure society, school social workers require specialized skills as discussed by Costin (1981). According to Costin, social workers try to (1) help people enlarge their competence and increase their problem solving and coping capabilities, (2) help people obtain resources and act as advocates for them, (3) make organizations responsive to people by proposing the right changes in the school environment, (4) facilitate interaction between individuals and others in their environment, (5) influence interaction between organizations and institutions and (6) influence social and environmental policy. The author states that as such, social work professionals occupy vital roles to be fulfilled in the school in order to facilitate learning.

Literature on school social work illustrates the complexities involved in solving pupils' problems. Success in school means proper training of school social workers. Anderson (1974) describes one training programme which strives to achieve this objective. The programme incorporates field work for participants in local schools. The key to the success of the programme lies in maintaining credibility of trainees by means of proper accountability. To meet these ends, the programme has an expanded curriculum which prepares students for field internship. School officials are informed what trainees want to achieve so that they do not oppose the changes sought by interns. Interns use written statements of goals and objectives and a given time schedule for accomplishing each objective. Accountability can take many forms including evaluations by school officials of the problem in question. The most difficult part for students is to be able to make written plans for intervention because theoretical social work (classroom instruction) is of little use here. Students take some time to understand the importance of establishing credibility and accountability.

The future of school social work as a professional entity may depend on the extent to which school social workers increase their visibility, extend accountability, clarify their role in the school, and demonstrate their special competence and skills. The focus of school social work appears to be responding, as it has in the past, to changes in society. Hancock, 1982 stated that the predictions for the future of school social work include :

"more use of "parent power", individualized education program for every school child, employment of more schools social workers in rural areas, development of new social work skills in response to the challenge of educating children with handicaps, increased participants

in shaping school policy, increasing attention and energy devoted to overcoming racial and cultural differences in providing school social work services, increasing emphasis on accountability practices, the school becoming the "umbrella agency" for provision of all services to children, payment by government or private insurance for school services to children, and the application of computer technology to pupil personal services. Although these predictions may attempt to foresee the future, school social workers themselves hold the final answers to the question of future".

The focus of school social work in the United States appears to be responding to nature, values, need, and changes of the American society. The role of school social workers in U.S.A has developed and shaped according to values, custom, and principles of American society. There are differences between the American society and Qatari society. The American society is big in numbers of people and size, and a mixture of different races and cultures (African American, Anglo Saxons, American Indians, Spanish, Asian, and other races) which make homogeneity very difficult. The problem in America is not of different races, because that could be a normal healthy phenomena, the problem is that they segregate themselves because of the history of America in matter of racism and migrations.

America has a different policy for education, the medical and social welfare systems which largely depends on each state in America, while in Qatar there is only one system. America has a different point of view in the matter of life style of people such as homosexuals. In America being a homosexual is considered the choice of the person under the self determination principle, however we find this behaviour totally rejected by the Qatari society. Violence is a clear phenomena in American society to the extent that some people take the law into their own hands, while the

government of Qatar takes these things very seriously, thus making the Qatari society a quiet and peaceful one.

The role of school social workers in American schools is not clear since it responds to the need of every community in America, (African Americans, Anglo Saxons, Hispanics and others) which makes the results of school social work research valid only to the specific community. However, the role of school social workers in Qatar is determined by the education authorities. This does not mean that the role of school social workers clearly fits with the needs of Qatari society nor is it more effective. It only means that it is more homogeneous as compared to the role of school social workers in America.

It is evident that the social work set up in the Western society is not necessarily valid for the Qatari society. However, there is nothing wrong in using the Western literature, provided the researcher is very careful when it comes to the practice or implementation of the results in society because of its different values. For example, valid depression inventory that developed in America, has no meaning for the Qatari people, since the culture is different. So some variables of the inventory have no meaning for the Qatari people.

In analyzing the three studies (Costin, 1969, Mears, 1977, and this work) we find there are similarities in listing the primary tasks of the school social workers. However, when it comes to definition and implementations of the tasks, we find differences according to values and the nature of each society. For example, in both

societies, one of the tasks of the school social workers is counselling for the child and his parents. However, how will the counselling take place? What kinds of issues can the school social worker touch upon? and to what extent can the school social worker go to while discussing? All these questions can only be determined by the understanding of the nature and values of each society.

It is clear that better understanding of the role of the school social workers in Qatar will not come by copying Western knowledge about school social work, but by focusing on the role of the school social workers in connection with the values and nature of the Qatari society. Allen, Washington, & Welsh, 1986 also believed that social workers who are unfamiliar with major education policies and practices, and with the social conditions that affect pupils, cannot deliver responsive and quality social service in schools. A sound background and an understanding of their interdisciplinary nature is also required.

There is no problem in using Western social work within the framework of the Islamic religion and the Arabic customs. This study (criticism) is not against Western social work as such as it is believed that we need to use the knowledge and development of social work in the West to develop social work in the Arab world. However, we should borrow only what is suitable for Muslim societies, otherwise, we would fail in taking advantage of the Western social work to get an insight into the Arab world. For example, does sex education work, or does it just basically open the eyes of students, parents, relatives, the society to misbehaviours that they have never previously been thought about? Does it teach the students about their private

parts, how to protect themselves from strangers or just push the students to see what this experience would be like? Qatari society believes that sex education and sexual issues, especially for girl students, would just increase the number of social problems. They only teach students very general things about sexuality and private parts and usually take it from a scientific point of view. However, school social workers deal with such issues with great responsibility in keeping them secret and limited to the family of the student and the authorities.

The Western social work could be used in Qatari schools if due respect is paid to the Islamic values, folklore, and customs of the society. To introduce a system that is best suited for this society, it is advisable to take from the Western society the points that can easily be incorporated into the Qatari social system, bearing in mind the values and customs of this society. The Qatari's impressions of social work are different from that of the Western society. Qatar and the West may list the same values within social work, but the implementation of these values is different. This is necessary if the Qatari school social workers are to prevent failure in their efforts to implement their social work programme. The school social workers must understand the culture within which they are working. In the Qatari society, freedom of choice is determined by how it would effect the rights of others and the society (Islamic religion and the Arabic customs). It is desirable to help the client, but within the framework of the Qatari values. In Qatar the school social worker can only adopt the values of the society of which they are a part. The school social workers in Qatar must adopt and support the values of the society, and self determination for the students is limited when their behaviour contradicts with Islam.

DIFFICULTIES IN APPLYING WESTERN MODELS OF SCHOOL SOCIAL WORK IN QATAR

- 1. The need to respond to difficulties in ways which are valid for one's own religion, culture and personal belief.**

Social work in Qatar is based on the principles of Western social work. This study believes that Western social work can be used in Qatari schools if due respect is paid to the Islamic values, folklore, and customs of Qatari society. The Barker definition of social case work will be used as an example of how Western knowledge can be used in Qatari schools.

Barker, 1987, defines social case work as:

"The orientation, value customs, and type of practice used by professional social workers in which psychosocial behavior, and system concepts are translated into skills designed to help individuals and families solve intrapsychic, interpersonal, socioeconomic, and environmental problems through direct face to face relationships."

There is no difference between the social case work practiced in Qatari schools and Barker's definition of social case work. However, when Barker's definition is considered in the light of the Qatari schools, one must realize that Qatar is a conservative society and this limits the school social worker in his/her ability to gather the necessary data about a student's life, since some families have the belief that their problem is something private and limited only to the boundaries of the family, and consider the school social worker an intruder to the family. This

information may be essential for an effective plan to be developed in solving the problem at hand, but the social worker must be sensitive to this reticence when dealing with students and their families. There is a need to develop school social work further in Qatari schools, to provide the school social worker with new techniques, increase the knowledge of school social workers, use new theories, develop school social work organizations further, and open up new fields of school social work in the Qatari educational system. New curricula need to be considered within the school social work educational system itself. This development would hopefully allow for a greater ability and awareness on how to work with the Qatari society in general and the Qatari education system in particular.

Values are the customs, standards of conduct, and principles considered desirable by a culture, a group of people, or an individual (Barker, 1987). Social workers as a group have their own set of values which they apply in their professional work. Despite the significant changes that have taken place in the practice of social work throughout the field's history and differences within the societies that the social workers have been a part of, social workers have always embraced a basic set of values central to the profession.

Since the values of social work education in Qatar were taken from Western social work, the objective is to show by examples how the Qataris' view of social work is different from that of Western society. Qatar and the West may list the same values within social work, but the implementation of these values is different. This is necessary if the Qatari school social workers are to prevent failure in their efforts to

implement their social work programme; school social workers must understand the culture within which they are working.

Self determination is an ethical principle in social work, which recognizes the rights and needs of clients to be free to make their own choices and decisions (Horne, 1987). Inherent in the principle is the social worker helping the client to know what resources and choices he has as the client and what the consequences of selecting any one of them could be. Usually it also includes helping the client implement the decision made. Self determination is one of the major factors in helping relationships. This value also means that whatever the choice of the client, the social worker should respect it. An example within Western society would be the choice of a homosexual to be and act as one.

However, in Qatari society, freedom of choice is determined by how it would effect the rights of others and the society (Islamic religion and Arabic customs). It is desirable to help the client, but within the framework of Qatari values. Using the example of homosexuality, a student that discloses this disposition would be counselled by the school social worker in a manner similar to the following:

"This attitude is definitely rejected by society and considered unusual weird behaviour. It is harmful for you and society. The harm to you could be psychological, your relationship with God will suffer because you are Muslim, you will be punished by your family and society, something that is more than you can handle".

This response may appear strange to Western society, however, in Qatar the school social worker is only espousing the values of the society of which they are a part.

The school social workers in Qatar must espouse the values of the society, and self determination for the students is limited within the bounds of Islam.

There is some behaviour that is not acceptable anywhere in the world such as stealing. But the acceptance of behaviour is determined by the culture and morality of each society. In other words, what is acceptable in one society, such as the West, might not be acceptable in other societies, especially Islamic ones. The acceptance of behaviour in Qatari society is determined by two major elements. Firstly, the Islamic religion and secondly Qatari customs and culture which are a part of Arab customs and culture. The behaviour of students in Qatari schools is judged and directed by these two elements. For example, in the girls schools, students should not wear make-up, or wear sexually provocative clothes, and in the boys schools, students should not have long hair or long nails. These elements are considered anti-Islamic behaviour in Qatari schools and school social workers deal with them as a problem, whilst in the West, society considers wearing "fashionable" clothing as normal behaviour and it is regarded as the personal choice of the student under the self determination approach to social work. School social workers try to change this behaviour of students who should ultimately change or they are going to be punished by society.

What kinds of punishment should be used in Qatari schools in dealing with the misbehaviour of students? In reality, misbehaviour of students in Qatari schools falls into two general categories. Firstly, non serious misbehaviour such as disrespect for authorities or parents or having long hair. Secondly, serious misbehaviour such as

students abusing each other, stealing, drug abuse, and immoral activities. School social workers deal with misbehaviour in the first category within the boundary of school and family. Therefore the punishment is according to the regulations of the school and what the family sees as appropriate for the child. School social workers complain that they do not have enough authority to deal with student misbehaviour since school regulations limit their actions; they also stated that there is not enough cooperation from the families due to their dislike of school social workers intervening in their children's problems.

The client has the right to truthful information about matters relevant to his care, treatment, and welfare (Reamer, 1987). Some social workers argue that in rare instances it may be permissible, or even obligatory, to either withhold the truth from a client or misinform him. Many social workers claim that it is never justifiable for a practitioner to withhold the truth or misinform a client, but others point to cases involving for example, a seriously ill client or information withheld from children because it is deemed harmful.

The school social worker in Qatari schools must evaluate the information he is to provide to his client, and if the school social worker believes it could cause harm, he will normally withhold the truth. If the social worker does tell the truth and the client is harmed as a result, the social worker could be held responsible and this risk is what the social worker is reluctant to take. To avoid blame, the school social worker in Qatari schools could provide the family and authorities the reason he believes why telling the truth might harm the student.

Social workers assume that information given by their clients should be kept confidential (Reamer, 1987). Although this certainly is appropriate in most situations, on some occasions practitioners need to consider disclosing confidential information, such as a client threatening to seriously injure a third party. In some Western countries, clients of social workers have the right of privileged communication, providing for social workers to refuse to disclose information shared by a client to a court of law, for example.

However, in Qatari schools, the school social worker is not afforded this right of protection of privileged information. If he or she is given an order from higher educational authorities to disclose information confided by his student, he must do so. Some of the main reasons for this stance by the educational authorities is the "newness" of school social work, the role of the social worker, and the unclear position of social work, and the social worker's job itself which is not held in sufficient esteem by other professionals.

Other widely held belief in social work is that the practitioners ought to adhere to laws and to agency policies and regulations. On occasions, however, social workers claim that laws, policies, and regulations ought not to be obeyed because of the harm that might result to the client in obeying them. In a number of cases, for example, social workers have chosen not to comply with the law mandating the reporting of child abuse because of the belief that the child would be exposed to greater risk if the case was reported to the local authorities. Though the vast majority of social workers do not condone such violations, some defend them, believing that any action to

protect a client's welfare is justifiable, even if it violates another ethical principle, law or policy (Reamer, 1987).

In some circumstances, school social workers can disobey the written law (enacted law) without serious problems, but cannot disobey the unwritten law (customary law) which exists in Qatari schools. Physical punishment for students is such an example. The education law does not allow for corporal punishment but some teachers and school social workers do use this form of discipline. To ask a student in high school whether his parents share the same sleeping accommodation would violate an unwritten law. The social worker would hesitate to venture such a question, even if it were necessary in determining something of the student's social history. It is important for the school social worker to closely study and predict the possible reaction of the student to any question that might be asked. To be able to predict wisely, a school social worker must be aware of the values, customs, and personality of Qatari society.

It is strongly felt by the researcher, that if any teacher uses physical punishment on students which is against the education law it should be reported to the education authorities. Also, the researcher does not agree completely with school social workers who use physical punishment on students to comply with the wishes of the head of a school. How can the school social worker expect students to ask for help from him while he is seen as a punitive authority figure in the eyes of the students?

Underlying many ethical dilemmas is the conflict between a social worker's personal and professional values. In addition, a social worker's values may conflict with a client's set of values, religious and/or personal. In Western society, a practitioner in a family service agency, who is strongly opposed to abortion, may have difficulty in discussing this option with a pregnant adolescent. A hospital social worker who believes in taking advantage of the resources of modern medicine may have difficulty respecting the right to self-determination of a patient who refuses a life-saving blood transfusion for religious reasons (Reamer, 1987). There are no simple answers in these cases, and social workers do not always agree about whether personal or professional values ought to take precedence when they conflict. In each case, the social worker must weigh the competing obligations to the client, the employer, the profession, and any third party, against his own conscience. In addition, social workers must continually examine the nature of their personal values and the ways in which those values influence their understanding of their clients' problems, social problems, application of the client's knowledge of the problem, and strategies of intervention.

Within Western society there is no big role for religion or cultural tradition in the professional role of the social worker, yet some social workers do consider their personal or religious values in their work. The Islamic values within Qatari schools are strong and necessarily influence any action taken by the school social worker. The school social worker's values must coincide with that of Islamic teaching, in order for his efforts to be effective, or rejection by others is sure to follow if they do not.

The personal values of school social workers in Qatari schools are clear in their professional role but some school social workers have difficulty in separating their personal values when dealing with students. For example, what if a student in a secondary school asked a school social worker what he or she thought about him/her getting married and leaving secondary school? What is the normal action in Qatari society? Some school social workers, instead of helping the student to know what resources and choices he has, and what the consequences of selecting any one of them could be, would impose their personal values in encouraging the student to get married or not according to the background of every school social worker.

It is evident from the above paragraphs that school social work set up in the U.S.A is not necessarily valid for the Qatari society. However, there is nothing wrong in using the American literature, provided the researcher is very careful when it comes to the practice or implementation of the results in Qatar society because of its different values. It is clear that better understanding of the role of school social workers in Qatar will not come by copying the American knowledge about school social work, but by focusing on the role of school social workers in connection with the values and nature of Qatari society.

- 2. There is a need to recognise the inherent difficulties of operationalising the American concepts of school social work.**

For instance, advising a teacher about how to deal with student behaviour. What in the social workers training equips them to do this? What in the teacher's training

makes them prepared to accept such advice? There is need to evaluate the American concepts of school social work in social work education and practice. In Qatar as well in America, there is a need to develop the training of school social workers, for instance, to teach social workers how to deal with teachers and how to prepare teachers to accept advice. There should also be cooperation and coordination between the Social Work Department and the Faculty of Education in the matter of training teachers which would help in making them more cooperative with school social workers.

THE WAY AHEAD

One area of confusion is that heads of schools push school social workers to do an excessive amount of administrative work, whilst at the same time the Social Education Department Supervisors in the Ministry of Education want the school social workers to do a greater amount of professional social work and little of the administrative. There is a need to determine and differentiate between administrative work and professional work so that the school social workers can avoid a lot of conflicts and use their time to do a better job for the school and the students. There is a need for coordination among the heads of schools, Social Education Department Supervisors, and the school social workers in matters of communication with higher authorities and supervision.

- A. There is a need for discussions to take place between representatives of heads of schools, Social Education Department supervisors, school social workers

and officials of the ministry to lead to a better and an agreed role anomalies and to minimise role conflicts. This would enable the social workers do the kind of work that they are trained to deal with, and the expectations of those producing the work would be more realistic.

B. The need for improving socialisation :

A better co-ordination between teacher and social work trainer so that each has a clearer idea of the role of the other. There needs to be joint training in interdisciplinary work, involving teachers, social workers, and others. Teachers (and future heads of schools) would then have a clearer idea of social work processes and understand better the concept of professional autonomy. And social workers would understand better how to work in the complex school environment.

Finally, Western ideas cannot be imported unselectively into the Arab world. Better understanding of the role of the school social workers in Qatar is based on the nature of the Qatari society. So there is a need to integrate more closely the academic and the practical aspects of social work training in order to derive a social work theory and practice which is more suitable to Islamic realities and hence emphasises the acquiring of relevant practice skills.

CHAPTER IX

METHODOLOGY OF THE RESEARCH

The aim of this research is to show that the Western approach in school social work cannot be implemented in non-Western cultures with special reference to Qatar, without due consideration to the culture and the values of the recipient society. This does not mean that the Western approach and theories cannot be used in Qatari schools. It can be used only when we give the necessary importance to the values and culture of the Qatari society where Islamic principles and teachings play a very important role. This leads to the argument that since the existence of Western theories is derived from the observation of actual behaviour it can similarly find a subordinate place in the analysis of the role of the Qatari school social worker, in that they do not represent absolute "truth" according to the Islamic definition of "truth" as explained in chapter III, but are just a way of systematising the data, and the Western social role theory can be applied to this subordinate elements within the overall Islamic framework. The social role theory can analyse and explain the role of the school social workers in Qatari society, when there is a practical basis for this theory within their society.

The results of the data were analysed on the basis of the social role theory to evaluate the various roles played by the school social workers in Qatari schools. The author attempted to evaluate the role of the school social worker in terms of the social role theory components such as socialisation, power, complexity and simplicity, and the consequent role conflict which reflects the purpose of this study.

The author tried to present the materials on the training of the school social workers in terms of socialization into the professional role. This takes place during the school social workers University studies, their practice placements, and their in-service induction when they join the service, their actual work experiences (the most important influence) and the meetings of large groups of school social workers. To improve socialization into the professional role of the school social workers, the information in support of the idea was briefly summarised, and the proposed remedies were set out to show that socialisation into the role of the school social worker can be improved through training to the specific situation of the social worker in a complex organization who has to be capable of influencing the behaviour of the organization as well as of the individual students.

An attempt was made to show how the social roles of the school social workers are defined or who defines them (ways in which roles are defined by those with the power to do so). There is a need to explore how school social workers are defined in Qatari society so that people can be socialized into them. Role definition was discussed in terms of clarifying what are appropriate tasks for school social workers and what are not, and technical suggestions for improving matters incorporated. The ministry's definitions of the tasks of the role have indicated in the appropriate places that in order to avoid role conflict this definition needs to be extended to specify which work is appropriate to these tasks and which should be excluded. This need for extended role definition is another theme, the information which supports it is briefly summarised and the remedies specified.

Also, an attempt was made to provide a clear description of the degree of "responsible autonomy" which the school social workers are supposed to enjoy and the degree of discretion which they have in choosing what work to do, as against how closely they are controlled by the Social Education Department supervisors and directed by the head of school. This crucial aspect of the role was clarified. The author discussed the degree of autonomy that the school social workers actually have and its limits and what are the desirable priorities which they should pursue within it and how they will be determined.

Finally, role conflict was discussed as an inevitable part of life among the parties involved in school situations, and to acknowledge that the process of socialization does not proceed without conflicts. There are a variety of responses to role conflict including retreat and abandonment of all or part of a role. The definitions of the tasks of the role in the appropriate places were also indicated to avoid role conflict. These definitions were extended to specify which work is appropriate to these tasks and which should be excluded. All these improvements would enable members of the school social worker's profession to respond to school situations in ways which are more confident, predictable and effective.

This study is designed to evaluate the role of school social workers in government run schools in Qatar who have a specific culture, academic level, social and financial status. The main objective of the study is to show that Western ideas cannot be imported unselectively into the Arab world. The social role theory was used to understand the various roles of the school social workers. To have a clear idea and

understand the role of school social workers through their interaction with all systems, implies involving most of the systems in the study.

The study examines and evaluates the actual role of the school social workers in order to have a clear picture about their real role so that suggestions could be made to develop their role. For that reason, six questionnaires were designed for the study out which one was filled out by the school social workers to provide input from them, and the other five were filled out by the Social Education Department supervisors, heads of schools, teachers, students, and parents to evaluate the role of the school social workers. The study covered five major areas which are: school administration structures, students' problems, schools' activities, research and social study, and the relationship between school social workers and all the elements that they deal with.

Data was collected and entered into the computer and analyzed by using SPSSX (Statistical Package for the Social Sciences). Frequency distribution, mean, which indicates the average performance of a group on a measure of some variables, standard deviation test, which indicates how spread out a set of scores are, that is, whether the scores are relatively close together and clustered around the mean or spread out covering a wide range of scores, and minimum, and maximum were used to determine the descriptive characteristics of the subjects. A T-test, the most commonly used inferential statistics, which is used to establish whether there is a significant difference between the means of two groups was also used. The data was presented in the research through the use of cross tabulation.

The data was analysed within the components of social role theory, socialisation, power, complexity and simplicity, and role conflict to understand the role of the school social workers and the difficulties that they face in order to find ways to develop the role of the school social workers and make them more useful and effective. Data was collected and analyzed with consideration to sex, major, nationality, and stage of school of the subjects as follows:

1. Demographic information about the participants of the study, the school social workers in the preparatory and secondary schools in Qatar, the Social Education Department supervisors in all stages, the heads of schools in preparatory and secondary schools, teachers, students in preparatory and secondary schools, and parents.
2. To what extent did school social workers succeed in carrying out their roles in the view of Social Education Department supervisors, heads of schools, teachers, students, and parents.

There were five questionnaires for the Social Education Department supervisors, heads of schools, teachers, students, and parents. They were asked to evaluate the degree of success achieved by the school social workers. Respondents were asked to rate the school social workers on a rating scale of 1-4 (1 = to a great extent, 2 = to a certain extent, 3 = to some extent, 4 = does not affect, is the best English translation from the Arabic). Since the

possible range of the mean score was from 1 to 4, the researcher divided the actual mean scores as follows:

less than 1.70 = highly successful

between 1.70 and 2.49 = moderately successful

between 2.50 and 3.00 = little success

more than 3.00 = very little success

Thus the lower the mean, the more successful the school social workers were rated to be. The higher the mean, the less successful the social workers were rated to be.

3. To establish whether a significant difference, between the means of males and females of the Social Education Department supervisors, heads of schools, teachers, students, and parents, about the evaluation role of school social workers in Qatari schools. To establish whether gender is significant in evaluating the role. It should be borne in mind that females evaluated females and males evaluated males since school buildings are divided into sections according to gender.
4. The difference between what school social workers think is their jobs and what they actually do in real life.
5. To whom would students with problems ask for assistance.

6. The difficulties that face school social workers, suggestions to solve these difficulties, and the general comments of participants about the role of the school social workers. The input (open-ended questions) of the school social workers, Social Education Department supervisors, heads of schools, teachers, students, and parents about the role of school social workers was analyzed by reading every question and categorizing them.

SUBJECTS

The respondents of this study are school social workers, Social Education Department supervisors, heads of schools, and teachers employed by the government of Qatar to work in preparatory and secondary public schools in Qatar in 1991, of either sex, age or nationality. There were also students who are participating in activities of preparatory and secondary public schools in 1991, of either sex, age or nationality (Qatari or non-Qatari), and parents who have daughters or sons or both participating in activities of preparatory and secondary schools in 1991, of either sex, age or nationality.

The focus of the research is the role of the school social workers which includes: every responsibility of the school social worker and philosophy, principles, and values of school social work in Qatar according to the rules of the Social Education Department which includes school administration duties, students' problems (kinds of problems and dealing with students' problems), school activities (values, behaviour, school and community), and research and social study. The reason for

choosing these respondents was that they were more aware and knowledgeable about the school social workers' roles since they have direct contact with the school social workers, and are part of the educational system of Qatar.

The mailing lists compiled included professionals in the following areas: every school social worker in preparatory and secondary schools; a complete list of the Social Education Department supervisors at all levels of schools; heads of schools of preparatory and secondary schools; teachers in preparatory and secondary schools; students who were involved in all preparatory and secondary schools' activities; and parents who are members of parents-teachers councils in all preparatory and secondary schools. These mailing lists were requested from the Social Education Department in the Ministry of Education in Qatar (see Appendix A). The use of the Social Education Departments' lists of participants was based on the fact that this department has direct supervision over all school social workers and Social Education Department supervisors, communicates with all heads of schools, has records of all teachers, oversees all schools' activities and parents-teachers councils. The response was significant (over 10% of the total population) so a follow-up was unnecessary for school social workers, Social Education Department supervisors, heads of schools, teachers, and parents.

1. School Social Workers

There are 251 school social workers at all levels, 77 males, and 174 females, Qatari 179, and non-Qatari 77. In primary schools there are 150 school social workers, males 40, and females 110, Qatari 122, and non-Qatari 28.

The researcher excluded the primary stage from the research because of the belief that the primary stage should be a separate study since it has a distinct identity. Another reason was that students in preparatory and secondary schools are in the same age range and there are a lot of similarities in their personality in terms of educational, sociological, psychological, and physical developments which need certain methods in dealing with their needs.

For that reason, the population of school social workers in the research is limited to preparatory and secondary stages. There are 101 school social workers in the preparatory and secondary stages, preparatory schools 51, and 50 in secondary schools, males 37, females 64, Qatari 75, and non-Qatari 26.

(Gay, 1987) stated that:

"Surveys are either sample surveys or census surveys. In a sample survey, as the name suggests, the researcher infers information about a population of interest based on the responses of a sample drawn from that population; preferably, the sample is either a simple-random or a stratified-random sample. In a census survey, an attempt is made to acquire data from each and every member of a population; a census survey is usually conducted when a population is relatively small and readily accessible".

Census surveys for all members of the population were used rather than sample surveys. Questionnaires were sent to all school social workers in preparatory and secondary schools, since the population is small and accessible to the researcher, to ensure a significant response (over 10% of the total population).

The number of responses was 74 questionnaires (73.26% of all questionnaires that were sent to the whole population), preparatory schools 41 (80.39% of all school social workers in preparatory schools), and 33 in secondary schools (66.00% of all school social workers in secondary schools), males 24 (64.86% of all males), females 50 (78.12% of all females), Qatari 55 (73.33% of all Qataris), and non-Qatari 19 (73.07% of all non-Qataris).

2. Social Education Department Supervisors

There are 9 Social Education Department supervisors, 5 females, and 4 males, 6 Qatari, and 3 non-Qatari. In the primary stage 5, 1 male Qatari, 1 male non-Qatari, 2 female Qataris, and 1 female non-Qatari. In the preparatory stage, 1 male Qatari, 1 female Qatari, and no non-Qataris. At the secondary level, 1 male non-Qatari, and 1 female Qatari.

The researcher included the primary stage in the research because the primary stage Social Education Department supervisors supervise other stages which make them aware of the work of school social workers in preparatory and secondary schools.

They all work as one team and share all the issues that are related to the role of school social workers.

Questionnaires were sent to all Social Education Department supervisors, since the population is small and accessible to the researcher, to ensure a significant response.

The number of responses was 9 questionnaires (100% of all questionnaires that were sent which is the entire population).

3. Heads of Schools

There are 193 heads of schools, 75 males and 118 females, all of whom are Qatari except 1, in the secondary schools. In the primary schools, there are 109.

The researcher excluded the primary stage from the research, so the population of heads of schools in the research is limited to preparatory and secondary stages. There are 84 heads of schools in preparatory and secondary stages, preparatory schools 50, and 34 in secondary schools, males 37, females 47, Qatari 83, and non-Qatari one. Including the heads of schools was considered necessary because these individuals are the direct authorities over school social workers. Because of their position, they are also knowledgeable and aware of the role that the social worker plays, and the development of that role. Census surveys for all members were implemented.

Questionnaires were sent to all heads of schools in preparatory and secondary stages since the population is small and accessible.

The number of responses was 48 questionnaires (57.14% of all questionnaires that were sent to the whole population), preparatory schools 27 (54.00% of all heads of schools in preparatory schools), and 21 in secondary schools (61.76% of all heads of schools in secondary schools), males 22 (59.45% of all males), females 26 (55.31% of all females), Qatari 47 (64.38% of all Qataris), and non-Qatari 1 (100.00% of all non-Qataris).

4. Teachers

There are a total of 5,323 teachers in Qatari schools, 1,952 males, and 3,371 females. At the primary level there were 2,843, 860 males and 1,983 females.

The primary stage is excluded from this study, so the population of teachers is limited to preparatory and secondary stages. There are 2,378 teachers in the preparatory and secondary stages, preparatory teachers 1,363, and 1,015 secondary teachers, males 990, and females 1,388.

To include the teachers was considered necessary because these individuals have direct contact with school social workers and students and because of their position, they also know and are aware of the role that the social worker plays in the school, and the development of that role.

Stratified sampling is the process of selecting a way that identifies sub-groups in the population that are represented in the same proportion as they exist in the population (Gay, 1987). Stratified sampling is more convenient since the teachers' population guarantees the desired representation of relevant sub-groups such as sex, level of school, and nationality.

The steps in stratified sampling are very similar to those in random sampling except that selection is from sub-groups in the population rather than the population as a whole. Stratified sampling involved the following steps:

1. To identify and define the population. Here the population is, all teachers in preparatory and secondary schools: 2,378 teachers.
2. To determine the desired sample size. The desired sample size is 15.55% of the 2,378 teachers, or 370 teachers.
3. To identify the variable and sub-groups (strata) for which to guarantee appropriate representation (either proportional or equal). The variable of interest is the level of school, and there are two sub-groups: preparatory and secondary.
4. To classify all members of the population as one of the identified sub-groups. Classify the teachers into the sub-groups. Of the 2,378, 57.31% or 1,363 are preparatory teachers, and 42.68% or 1,015 are secondary teachers.

To classify the preparatory and secondary teachers into two sub-groups in each level according to gender, to ensure "appropriate" representation. Of the 1,363 preparatory teachers, 44.31% or 604 are male preparatory teachers, and 55.68% or 759 are female preparatory teachers. Of the 1,015 secondary teachers, 38.02% or 386 are male secondary teachers, and 61.97% or 629 are female secondary teachers.

5. To randomly select (using a table of random numbers) an "appropriate" number of individuals from each of the sub-groups. "Appropriate" meaning either a proportional number of individuals or an equal number of individuals. We wanted 370 teachers. Since we want proportional representation, 57.31% or 1,363 of the sample (212 teachers) should be preparatory teachers. Of the 212 preparatory teachers, 44.31% or 94 are male preparatory teachers, and 55.68% or 118 are female preparatory teachers, and 42.68% or 1,015 (158 teachers) should be secondary teachers. Of the 158 secondary teachers, 38.02% or 60 are male secondary teachers, and 61.97% or 98 are female secondary teachers.

Therefore, using a table of random numbers, 212 of the 1,363 preparatory teachers are randomly selected (since we want a total sample of 15.55%), and 158 of the 1,015 secondary teachers are selected. At the completion of this process, we have a sample of 370 teachers 212 preparatory teachers (94 males

and 118 females), and 158 secondary teachers (60 males and 98 females), or 15.55% of the 2,378, and each level was proportionally represented.

The total number of questionnaires sent out was 370. The number of responses was 246 questionnaires which was 66.48% of all the questionnaires that were sent and 10.34% of all population. The response was significant (over 10% of the total population). 115 males which is 74.67% of all the questionnaires that were sent to male teachers, and 11.16% of all male teachers. 131 females which is 60.64% of all questionnaires that were sent to female teachers, and 9.43% of all female teachers.

Responses were received from 133 preparatory teachers which is 62.73% of all questionnaires that were sent to preparatory teachers and 9.75% of all preparatory teachers. 69 male preparatory teachers which is 73.40% of all questionnaires that were sent to male preparatory teachers and 11.42% of all the male preparatory teachers. 64 female preparatory teachers which is 54.23% of all questionnaires that were sent to female preparatory teachers, and 8.43% of all the female preparatory teachers.

Responses were received from 113 secondary teachers which is 71.51% of all questionnaires that were sent to secondary teachers, and 11.13% of all secondary teachers. 45 male secondary teachers which is 75% of all questionnaires that were sent to male secondary teachers, and 11.65% of all the male secondary teachers. 68 female secondary teachers which is 69.38% of all questionnaires that were sent to female secondary teachers, and 10.81% of all the female secondary teachers.

5. Students

There are 63,596 students: 32,099 males and 31,497 females. On the primary level there were 37,248 students: 19,055 males and 18,193 females. On the preparatory level there were 15,802 students: 7,862 males and 7,940 females, and on the secondary level 10,546 in all: 5,182 males and 5,314 females.

The researcher excluded the primary stage from the research, so the population of students in the research is limited to the preparatory and secondary stages. Also, the population in preparatory and secondary is limited only to students who participate in schools' activities. The reason for limiting the population in this way is because these students are more aware of the role of the school social workers, and have direct contact with them.

There are 13,687 students involved in school activities on the preparatory and secondary levels, on the preparatory level 7,721; and 5,966 on secondary level, males 6,472 and females 7,215.

Including the students in this study was considered necessary in this evaluation because these individuals have direct contact with school social workers and other students. Because of the students' involvement in schools' activities, they are also knowledgeable and aware of the role that the social worker plays in the school, and the development of that role.

Stratified sampling is more convenient since the students' population guarantees the desired representation of relevant sub-groups such as sex and level of school.

Stratified sampling involved the following steps:

1. To identify and define the population. The population is all students in preparatory and secondary schools who are involved in the schools' activities: 13,687 students.
2. To determine the desired sample size. The desired sample size is 10% of the 13,687 students, or 1,368 students.
3. To identify the variable and sub-groups (strata) for which you want to guarantee appropriate representation (either proportional or equal). The variable of interest is the level of school, and there are two sub-groups: preparatory and secondary.
4. To classify all members of the population as one of the identified sub-groups. Classify the students into the sub-groups. Of the 13,687, 56.41% or 7,721 are preparatory students, and 43.58% or 5,966 are secondary students.

Also, the preparatory and secondary students were classified into two sub-groups in each level, according to gender, to ensure "appropriate" representation. Of the 7,721 preparatory students, 48.40% or 3,737 are male

preparatory students, and 51.59% or 3,984 are female preparatory students. Of the 5,966 secondary students, 45.84% or 2,735 are male secondary students, and 54.15% or 3,231 are female secondary students.

5. To randomly select (using a table of random numbers) an "appropriate" number of individuals from each of the sub-groups. "Appropriate" meaning either a proportional number of individuals or an equal numbers of individuals. We wanted 1,368 students. Since we want proportional representation, 56.41% or 7,721 of the sample (771 students) should be preparatory students. Of the 771 preparatory students, 48.40% or 374 are male, and 51.59% or 397 are female, and 43.58% or 5,966 (597 students) should be secondary students. Of the 597 secondary students, 45.84% or 273 are male, and 54.15% or 324 are female.

Therefore, using a table of random numbers, 771 of the 7,721 preparatory students were randomly selected (since we wanted a total sample of 10%), 597 of the 5,966 secondary students were selected. At the completion of this process, we have a sample of 1,368 students, 771 preparatory students, (374 males and 397 females), and 597 secondary students, (273 males and 324 females), or 10% of the 13,687, and each level would be proportionally represented.

The total number of questionnaires sent out was 1,368. The number of responses was 751 questionnaires which was 54.89% of all questionnaires that were sent and 5.48%

of all populations, 326 males which is 50.38% of all questionnaires that were sent to male students, and 5.03% of all male students. Questionnaires were also received from 425 females which is 58.94% of all questionnaires that were sent to female students, and 5.89% of all female students.

Of the preparatory students, responses were received from 408, which is 52.91% of all questionnaires that were sent to preparatory students, and 5.28% of all preparatory students. Of the respondents' gender, 196 questionnaires were returned by male preparatory students, which is 52.40% of all questionnaires that were sent to male preparatory students, and 5.24% of all the male preparatory students, and 212 female preparatory students likewise cooperated, which is 53.40% of all questionnaires that were sent to female preparatory students, and 5.32% of all the female preparatory students.

Responding were 343 secondary students, which is 57.45% of all questionnaires that were sent to secondary students, and 5.74% of all secondary students. 134 male secondary students, which is 49.08% of all questionnaires that were sent to male secondary students, and 4.89% of all the male secondary students. 209 female secondary students which is 64.50% of all questionnaires that were sent to female secondary students, and 6.48% of all the female secondary students.

Even though the students' responses were 5.48% of all population, the researcher was fully satisfied with the response in the belief that 751 students is enough to reflect the opinion of 13,687 students because of the homogeneity of the population, and there

are no big differences among groups of students in these schools. The researcher is very familiar with students in these schools and is fully satisfied with the percentage of responses.

6. Parents

There were a total of 341 meetings of parent-teacher councils in these schools. In the year 1990, attending these meetings were 33,172 parents and 6,896 teachers (Social Education Department, Annual Report, 1991).

The researcher excluded the primary stage from the research, so the population of parents in the research is limited to the preparatory and secondary stages. The population in preparatory and secondary stages is also limited to only parents who are members of parent-teacher councils. The reason for limiting the population in this way is that these parents are more aware of the role of the school social workers, and have direct contact with school social workers.

Schools call for a general meeting of the parent-teacher councils, and at this general meeting, they elect the members of the parent-teacher council as follows:

1. Head of School, president (*ex officio*)
2. Parent, vice president
3. School social worker, secretary (*ex officio*)
4. Twelve parents and 12 teachers are elected to the remaining offices.

This means that in each school there is one council and on each council there are 12 parents. The population of parents is 1,008 parents since there are 84 schools in the preparatory and secondary stages. At the preparatory level there are 50 schools or 600 parents, males 23 schools or 276 parents, females 27 schools or 324 students, and 34 schools or 408 parents in secondary level, males 14 schools or 168 parents, females 20 schools or 240 parents.

Including the parents in this study was considered necessary in this evaluation because these individuals have direct contact with school social workers and students. Also, because of the parents' involvement in school activities, they are knowledgeable and aware of the role that the social worker plays in the school, and the development of that role.

Stratified sampling is more convenient since it guarantees the desired representation of relevant sub-groups such as gender and level of school.

Stratified sampling involved the following steps:

1. To identify and define the population. The population is all parents who are members of parent-teacher councils in preparatory and secondary schools: 1,008 parents.
2. To determine the desired sample size. The desired sample size is 30% of the 1,008 parents, or 302 parents.

3. To identify the variable and sub-groups (strata) for which you want to guarantee appropriate representation (either proportional or equal). The variable of interest is level of school, and there are two sub-groups: preparatory and secondary.

4. To classify all members of the population as one of the identified sub-groups. Classify the parents into the sub-groups. Of the 1,008, 59.52% or 600 are preparatory parents, and 40.47% or 408 are secondary parents.

To classify the preparatory and secondary parents into two sub-groups in each level, according to gender, and to ensure "appropriate" representation. Of the 600 preparatory students, 46% or 276 are male preparatory students' parents, and 54% or 324 are female preparatory students' parents. Of the 408 secondary students' parents, 41.17% or 168 are male secondary students' parents, and 58.82% or 240 are female secondary students' parents.

5. To randomly select (using a table of random numbers) an "appropriate" number of individuals from each of the sub-groups. "Appropriate" meaning, either a proportional number of individuals or an equal number of individuals. We wanted 302 parents. Since we want proportional representation, 59.52% or 600 of the sample (180 parents) should be preparatory students' parents. Of the 180 preparatory students' parents, 46% or 83 are male preparatory students' parents, and 54% or 97 are female preparatory students' parents, and 40.47% or 408 (122 parents) should be secondary students' parents, and of the

122 secondary students' parents, 41.17% or 50 are male secondary students' parents, and 58.82% or 72 are female secondary students' parents.

Therefore, using a table of random numbers, 180 of the 600 preparatory students' parents are randomly selected (since we want a total sample of 30%), 122 of the 408 secondary students' parents are selected. On the completion of this process, we have a sample of 302 parents, 180 preparatory students' parents (83 males and 97 females), and 122 secondary students' parents (50 males and 72 females), or 30% of the 302, and each level would be proportionally represented.

The total number of questionnaires sent out was 302. The number of responses was 247 questionnaires which was 81.78% of all questionnaires that were sent and 24.50% of all populations. Questionnaire returned from the male students' parents was nearly complete, with 131 questionnaires being returned, which is 98.49% of all questionnaires that were sent to male students' parents, and 29.50% of all male students' parents. Concerning the female students' parents, the return rate was lower, about two-thirds, 116, which is 68.63% of all questionnaires that were sent to female students' parents, and 20.56% of all female students' parents.

Questionnaires were returned by 139 preparatory students' parents which is 77.22% of all questionnaires that were sent to preparatory students and 23.16% of all preparatory students' parents. Of the students' gender, questionnaires were returned by 82 male preparatory students' parents which is 98.79% of all questionnaires that

were sent to male preparatory students' parents and 29.71% of all the males preparatory students' parents. Also returning the questionnaires were 62 female preparatory students' parents which is 63.91% of all questionnaires that were sent to female preparatory students' parents, and 19.13% of all the female preparatory students' parents.

Responding were 108 secondary students' parents, which is 88.52% of all questionnaires that were sent to secondary students' parents, and 26.47% of all secondary students' parents. 49 males secondary students' parents which is 98% of all questionnaires that were sent to male secondary students' parents, and 29.16% of all the male secondary students' parents. 54 female secondary students' parents which is 75% of all questionnaires that were sent to female secondary students' parents, and 22.5% of all the female secondary students' parents.

POSSIBLE USE OF OTHER RESEARCH METHOD

The main focus of this study is the role of school social workers. The relevant material on Qatar and overseas related to this subject was collected and used to conceive and develop the idea of this research work. Studies by Nuehring, Abrams, Fike and Ostrowsky, (1983) describe two different approaches to programme evaluation used by two different agencies. Both agencies use primary prevention as the method of choice in their operation. The first programme is utilized in a Family Management Center (FMC). It utilizes an eleven-item Parent-Child Interaction Checklist (PCIC) and a ten item Health and Nutrition Activities Checklist (HNAC).

Both inventories utilize forced choice inventories geared to measure quality of parent interaction. Each client is assessed by two different workers to maintain the reliability of ratings. Although the inventories were able to monitor changes in parent-child interaction, they were incapable of indicating whether the changes were due to positive effects of therapy or some other factors such as maturity due to age or other social factors.

The other programme utilizes Goal Attainment Scaling (GAS) to monitor change in the behaviour of parents by selecting five problem areas in the client's life to be assessed. Five levels of attainment are chosen for each problem area. Levels of attainment are recorded for each problem area and the ratings are transferred to an audit form which is in turn rated by outside auditors for acceptance or rejection of the ratings.

In both cases problems of internal validity arise because changes can be due to factors other than to the intervention. In the first case, there is no control group or random assignment of subjects to experimental and control groups. Further, rater bias must be eliminated by continuously training staff for administering the checklists. But small agencies can benefit from GAS which can be tailored to their needs and both programmes can be operated at a low annual cost.

Kushler and Davidson II, (1979) advocate the use of true experimental designs in programme evaluations. The theme of their paper is that supervisors are afraid of getting their programmes evaluated for fear of obtaining negative results. Therefore,

most organizations choose a non-random sample to be evaluated through a quasi-experimental design. But using a true experimental design (one utilizing random samples and control and experimental groups) would highlight weaknesses and strengths which might otherwise be obscure. Policy makers, administrators, and programme staff should be told that such evaluations will bring forth the strengths of their programmes. To illustrate this rationale for employing true experimental designs, Kushler and Davidson described an evaluation which showed a relatively low rate of decline in the school attendance of juvenile offenders who participated in the programme (the experimental group) compared to those who did not (the control group). If a true experimental design had not been used, a single-group design would have led to the conclusion that the programme failed to have an effect.

Although most authors advocate the use of an evaluative scheme, they keep it separate from the programme itself. Spitzer and Welsh (1969) describe a problem focused model, of which programme evaluation is an integral part. They include the "ability to evaluate objectively the effectiveness of (his) interventions in order to determine the direction of the next steps in the process and the new tasks (he) which may need to be undertaken" as an important part of their model. In the analysis of a real problem, they state that continuous evaluation is necessary to complete the next step of the programme. In this approach (1) problems are rarely totally resolved, (2) the nature of the problems constantly changes, (3) changes require change in the response of social welfare system and (4) a shift of emphasis occurs from the individual to the family to the neighbourhood and back again. This changing nature of the intervention

process also requires continuous evaluation of the programme, lest it loses its purpose.

Myers, (1979) argued that rigid formats for questioning respondents are totally inadequate for acquiring pertinent knowledge from the target population. Myers states that the prior knowledge of the evaluators seldom includes an understanding of the respondents' thinking processes. Further, the interviewers are not often familiar with the respondents' social world, which effectively prevents them from receiving correct signals from the respondents. Communication takes place in standard forms of language leaving the interviewer devoid of interaction through non-verbal means. Respondents' responses are interpreted by the interviewers. Therefore, bias is inevitable in such interviews. Finally, the interviewers' fixed role helps to keep them aloof from their respondents. As an alternative, Myers presented an unconventional, open interview model. In designing this survey, care was taken to involve personnel who had first-hand knowledge of the respondents, instruments were developed with the needs of the target population in mind and interviewers were selected on the basis of their understanding of the social world of the respondents. They were completely free to alter their role according to the needs of a particular situation and the interviewers carry through the survey from the collection of data to the interpretation of results so that quality is maintained throughout. Myers has presented a sophisticated model for surveys of minority populations, and it is doubtful that small organizations and agencies would be able to bear the costs of such a survey.

While quasi-experimental design has been criticized by several authors, it is not without its proponents. Cook and Pool, (1982) presented a detailed synopsis of single-case experimental designs in programme evaluation. After reviewing the single case methodology, they go on to show how it is as valid and effective as any other methodology. They state that internal validity in such designs remains interactive if the independent variable is varied enough in number of items. In replying to a frequent argument that statistics must be employed in determining the reliability of the results, they state that programmes which have such requirements for the determination of their success, are useless to social work. The reason is that if their success is so marginal that statistics are needed to measure it, they are of little use in social work where practically demonstrable results are required. External validity can be ensured by replicating the programme in a variety of settings. Internal validity can be also maintained by systematically reintroducing the independent variable and following the A-B-A design repeatedly. Single case designs are expensive to implement making it difficult for smaller organizations. The authors have shown that single case designs are at least as effective and reliable as any other evaluation design.

Some agencies have neither the funds nor a compelling rationale to have comprehensive experimental evaluations. Giblen and Callard, (1980) presented the evaluation of an action research program utilizing a quasi-experimental design. The programme PACT (Parents and Children Together) concentrates on monitoring its success in terms of assessing contribution to development of services as well as improvement in target family. Several selected variables are rated at different

periods, revealing the increase or decrease of a particular problem. The evaluation judges specific variables to parent child interaction. A major concern of the evaluation process is that both evaluators and providers of service should attain a compatible perception of the process. Further, the results of the study also indicates that such a quasi-experimental, less than optimal evaluation design, can confirm progress of target families under intervention. These authors have also criticized the true experimental design stating it is impossible to have a genuine control group in a social service agency. Moreover, they state that experimental design requires the experimental and control groups to be matched for the duration of the study. Drop-outs may not be random, neither can their assignment to any group. They have also raised the ethical issue of withholding services to the participants of control groups saying that such action cannot warrant on the assumption of many not receiving the services anyway (because in this case clients are carefully selected, not randomly).

Reid and Hanrahan, (1982) presented evaluation of several social work programmes followed over a period of time. Overall, they state that most of the programs were shown to be successful in attaining their goals or at least coming close. They observe that traditional evaluation methods used in social work are, still, as concrete as in the physical sciences. In particular, they point out that these experiments can be improved by conducting them in a sequence and replicating them independently.

The instruments of the study consist of six questionnaires. The questionnaires were designed for the school social workers, Social Education Department supervisors, heads of schools, teachers, students, and parents. The reasons for conducting a

questionnaire study are, that since surveys of comparable populations either within Qatar or in other countries do not yet exist, the researcher could not use a control group but tried to obtain total samples of some groups and partial samples of others, comparing the estimates of the school social workers about their own effectiveness with those of the Social Education Department supervisors, heads of schools, teachers, students, and parents to ascertain the level of agreement and the range of opinions. Where there were differences in perspective, the author utilised social role theory to illuminate the reasons for them.

It is impossible to have a genuine control group in Qatari society. It is also very difficult to control the social factors, which would make it difficult to determine whether the change were due to positive effects of therapy or social factors. Besides, without having the staff trained to administer the therapy, bias is inevitable in such cases. The ethical issue of withholding services to the participants of control groups is a moral problem for the researcher as well as the society. The use of single case designs are expensive to implement too. Some schools have neither the funds nor a compelling rationale to have comprehensive experimental evaluations. The idea of the research is to evaluate the role of school social workers in schools and society in order to provide suggestions to develop their role beyond the school boundaries to make a change in society as well as in schools and not only focusing on students' problems. For that, the use of questionnaire and social role theory goes with the purpose of this research since all systems that have relationship with school social workers will be involved, and the social role theory will help in explaining the interactions among them.

Since the researcher has very large samples, a questionnaire is much more efficient, in that it requires less time, is less expensive, and permits collection of data from much larger samples. It is very difficult to find members of the samples of interest together in one location. The customs of the Qatari society do not allow the researcher to contact the female samples personally, and there is no way of entering female schools or have personal contact with the female staff in schools or in the Girls Education Department. This means that the researcher had only one way of conducting such a study; for this large sample, i.e. by mailing questionnaires.

However, the study followed unique considerations in conducting the questionnaire study. The study defined the problems in terms of specific objectives concerning the kind of information needed; and questions were formulated with every item on the questionnaire directly related to them. The construction of the questionnaires was made as attractive and brief, and easy to respond to, as possible. The questionnaires generally were of multiple-choice, and a very short written response was required.

Validity is the degree to which a test measures what it is supposed to measure, and the appropriate validation procedure for a given questionnaire will depend upon the nature of the instrument (Gay, 1987). The study observed the role of school social workers and met and talked with Social Education Department supervisors, heads of schools, teachers, students, and parents. The Ministry of Education documents, records and files of school social workers were reviewed. The Social Education Department at the Ministry of Education in Qatar was involved and helpful when

collecting data about school social workers. The questionnaires were also approved by two faculty members at the University of Kent, U.K.

Every questionnaire mailed was accompanied by a covering letter that explained what was being asked of the respondent and why, in order to motivate the respondent to fulfill the request. The researcher tried to make the letter brief, neat, and it was addressed specifically to the potential respondent. It stated that the designers and users of this questionnaire would not have access to the identity of any participant. Moreover, to maintain confidentiality, the participants were asked to withhold their name or address and not provide any other means of identification on the questionnaire or the envelope (see Appendices B, C, D, E, F, and G). A letter from the Ministry of Education was sent with each questionnaire to the potential respondent which stated that the research was under the supervision of the Ministry of Education, and explained the nature of the research and asked for the cooperation of each individual. The questionnaires were pre-tested by some participants. The pre-test subjects were encouraged to make comments and suggestions concerning directions, recording procedures, and specific items. The analysis procedures were applied to the pre-test data. A revised instrument was mailed to the subjects already selected.

It was possible to meet with male school social workers and the Social Education Department supervisors at the Social Education Department to explain to them the nature of the research and to answer any questions about the instruments. Indirect contacts were possible, by telephone, with the female school social workers, Social Education Department supervisors, and heads of schools as a way of communication

in order to explain the nature of the research and answer any questions they may have. The researcher collected the responses from the Ministry of Education mail. The responses were significant (over 10% of the total population), so a follow-up letter was unnecessary.

The data of the questionnaires was collected from the actual role of the school social workers. All the decrees, letters, annual reports of the Ministry of Education and the Social Education Department regarding the school social workers in Qatari schools were collected and analyzed. Meetings with personnel and visits to several boys schools a few times were made in order to observe the work of school social workers and their interactions with the schools' staff and students. Several meetings of parent-teacher councils were attended, where it was possible to meet and discuss with teachers, parents, and heads of schools about the role of the school social workers. The authorities in the Social Education Department and Ministry of Education were helpful in making information available thus making the research task easier. With respect to the female subjects, the researcher was in contact with the Girls' Education Department by telephone, especially with the female Social Education Department supervisors. The researcher called the female school social workers and heads of schools occasionally and discussed with them the role of school social workers. The researcher used his female relatives who are social acquaintances of the school social workers to gather more information about their role.

The researcher is working in the Social Work Department at the University of Qatar which enabled him to be in contact with faculties of the department and be aware of

the academic background of school social workers since many of them were past students of the department. The researcher was in contact with students in the Social Work Department, who had undertaken field work and were helpful in providing the information about the role of school social workers.

The researcher believes that he is very familiar with the role of school social workers since he is from the society and a part of the system. The researcher was a student in the Qatari schools, and did field work in these schools one day a week for a year when he was a student in the Social Work Department. The researcher has also been involved in research in Qatar and abroad on education in general and school social work in particular. The researcher believes that all these procedures and experiences were helpful in designing valid and reliable questionnaires.

The request, divisions, and the length of the items of the questionnaires, were based on the actual role of school social workers according to the interest of each subject. In other words, the school social workers' questionnaire is different from the rest of the questionnaires because it is not appropriate that school social workers evaluate themselves, and the length of items of the Social Education Department supervisors' questionnaire is different from parents are only interested in certain issues. It is not important that the parents know everything about the role of school social workers, so the items in the parents' questionnaire are few and general, while being in-depth and precise in the Social Education Department supervisors' questionnaire.

The study observed that the knowledge of the heads of schools about the professional role of social work in dealing with students' problems is not satisfactory enough to include the part about dealing with students' problems in heads of schools questionnaire. The researcher limited the teachers' questionnaire to these items according to the interest and knowledge of the teachers of the role of school social workers. The researcher limited the students' questionnaire to these items according to the interest and knowledge of students of the role of school social workers. The researcher limited the parents' questionnaire to these items according to the interest and knowledge of parents on the role of school social workers.

These considerations were used as a base in developing the methodology of the field work of the study in terms of choosing the method and techniques of the research that would provide the best results taking into consideration that Qatari society is "a very conservative society", especially in dealing with the opposite sex, which limited the movements of the researcher. Another difficulty that faced the researcher was that sufficient studies have not been done in Qatari schools about school social workers. However, the researcher is very familiar with the education system and the social work profession in Qatar.

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APPENDIX A

LETTER OF PERMISSION (REQUEST FOR DATA AND LIST OF PARTICIPANTS)

BISMILLAH AL-RAHMAN AL-RAHEEM

Abdulnasser Saleh
Mohamed Saleh
P.O. Box 7713
Doha, Qatar
Telephone: 832222
ext: Social Work Dept.

Ministry of Education
Social Education Department
P.O Box 80
Doha, Qatar

Dear Sir:

I am a postgraduate student working toward my degree in Social Work (Ph.D) at the University of Kent, Canterbury, England U.K. In order to complete my postgraduate degree requirements, I must write a thesis on the topic of "An Evaluation of the Role of School Social Workers at Preparatory and Secondary Schools in the State of Qatar." The study will be targeted at school social workers in preparatory and secondary schools, social education supervisors for all states, school headmasters of preparatory and secondary schools, teachers who presently work in preparatory and secondary schools, students who participate in school activities, and students' parents who are members in parents' and teachers' councils. Also, the study is limited to Qatar's public schools.

In order to successfully complete my research, I need the following information regarding the participants. Enclosed you will also find a letter from the Scholarships Department, Ministry of Education, stating the need for the disclosure of such information.

Specifically I need the following:

1. List of names and school addresses of all participants who presently are involved in Qatari schools:
 - A. List of all the school social workers in preparatory and secondary schools.
 - B. A complete list of social education supervisors at all stages.
 - C. School headmasters in preparatory and secondary schools.
 - D. Teachers in preparatory and secondary schools.
 - E. Students who are involved in preparatory and secondary school activities.
 - F. Students' parents who are members of parents' and teachers' councils in all preparatory and secondary Qatari schools.

2. Letter to the participants. It explains the research and asks for the participants' cooperation, and will be send with a questionnaire.
3. Recent statistical information on participants such as the total number of each subject in Qatari schools, and the number of each subject at each stage of the school system for both sexes.
4. Any administrative rules and regulations which the Social Education Department imposes on school social workers or expects the school social workers to fulfill implicitly.
5. Information regarding any research which has been done on school social workers in Qatari schools for reference.
6. Details of orientation programmes which exist for school social workers who are planning to work in Qatari schools.
7. Any other information you have which might help me in completing this study.

This information is of utmost importance as far as my degree is concerned as my graduation depends on this study. This study will also prove to be an extremely helpful tool for our government in improving the role of school social workers in Qatari schools.

Thank you for your cooperation.

Sincerely yours,

ABDULNASSER SALEH MOHAMED SALEH

Enclosure: Letter from Scholarship Department

APPENDIX B

SCHOOL SOCIAL WORKER QUESTIONNAIRE

Dear School Social worker:

This questionnaire has been developed under the supervision of the Ministry of Education of the State of Qatar, and is aimed at determining:

1. What are the goals that are most important for school social workers laid down for it in Qatari schools.
2. What are the goals that school social workers spend the most time to achieve in Qatar's schools.
3. What kinds of difficulties face school social workers when they are trying to achieve these goals.
4. What are some suggestions to solve these difficulties.

The results of this research will be used to understand how the role of social workers in Qatari schools may be made more sufficient and effective.

Please try to answer all questions with accuracy.

The designers and users of this questionnaire do not have any access to your identity whatsoever. Please do not write your name or address or provide any other means of identification on this questionnaire or the envelope.

Your participation in this research is of the utmost importance, so please respond.

Researcher:

Abdulnasser Saleh Mohamed Saleh

An assistant teacher, Social Work Department, the University of Qatar

A Ph.D student at the University of Kent at Canterbury, England, U.K.

Directions: Please circle the number that best answers the question, and answer the question.

General Information

- | | | |
|--|----------------|----------------|
| ___ 1. Sex | 1. Male | 2. Female |
| ___ 2. Nationality | 1. Qatari | 2. Non-Qatari |
| ___ 3. Major | 1. Social Work | 2. Sociology |
| ___ 4. Marital Status | 1. Married | 2. Not Married |
| ___ 5. Your School's Level | 1. Preparatory | 3. Secondary |
| ___ 6. Work experience in Qatari education field | Years ___ | |

Directions: Please rank the following goals that school social workers try to achieve in Qatari schools in each group according to their priority of importance, and time that they take in your real work and answer the questions.

1. School Administrative Work

Part I:	Importance	Time
___ 1. Develop the social education plan and the timetable for it.	()	()
___ 2. Develop the budget of the social education programme of the school.	()	()
___ 3. Prepare the monthly, term and annual reports about social education work.	()	()
___ 4. Revise the students' cards.	()	()
___ 5. Evaluate the school activities.	()	()
___ 6. Prepare and organize the school and records of social education activities	()	()
___ 7. Doing any assignments given by the headmaster of the school	()	()

Part II, School Administrative Work

Open-Ended Questions

- ___ 1. What kinds of difficulties that face you when you do the school administrative work?
- ___ 2. What are your suggestions to solve these difficulties?

2. Students' Problems

Part I: Kinds of Students' Problems

	Importance	Time
___ 1. Low academic performance	()	()
___ 2. Absenteeism	()	()
___ 3. Family problems	()	()
___ 4. Economic problems	()	()
___ 5. Health problems	()	()
___ 6. Psychological problems	()	()
___ 7. Behaviour problems	()	()

Part II: Dealing with Students' Problems

- | | | |
|--|-----|-----|
| ___ 1. Involve all systems who have an effect on students' problems such as family, school administration, and students' friends. | () | () |
| ___ 2. Help students avoid or prevent potential problems, or from getting involved in problems that might develop in the future. | () | () |
| ___ 3. Explore the abilities of the student and encourage the student to use them for the betterment of society, thus increasing the student's confidence. | () | () |

Part II: Dealing with Students' Problems (Continued)

		Importance	Time
___	4. Using social work theories and techniques in dealing with students' problems.	()	()
___	5. Showing teachers the correct way to deal with students when faced with disciplinary problems.	()	()
___	6. Determine which students are over the age limit, and failing students and encourage them to do better during the course of the present academic year, and finally expel them from school if they fail.	()	()

Part III: Open-ended Questions

- ___ 1. What kinds of difficulties do you face in dealing with students' problems?
- ___ 2. What suggestions can you make to solve these difficulties?

3. School Activities

Part I: Values

		Importance	Time
___	1. Helping students develop their own personal traits, fulfilling their needs and desires.	()	()
___	2. Helping students change negative behaviours and attitudes.	()	()
___	3. Helping students to respect the rights of other individuals.	()	()
___	4. Respect for Islamic values	()	()

3. School Activities, Part I (Continued)

		Importance	Time
___	5. Emphasizing social values such as fairness, truthfulness, honesty, respect for law and customs, and the mores of Qatari society.	()	()
___	6. Teaching students to learn useful things such as: responsibility, respect for hard work, working with others and loyalty in work.	()	()
___	7. Teaching students to learn useful things such as patience, sacrificing, how to give and take, and cooperation.	()	()
___	8. Teaching students to stand up for their rights, but being faithful to what is expected of them.	()	()

Part II: Behaviour

___	1. Developing leadership abilities by giving students the opportunity to be a leader as well as a follower.	()	()
___	2. Using free time wisely following useful pursuits, and rewarding students for their productivity.	()	()
___	3. Helping students meet their responsibilities within the group, such as the president of secretary of the class council.	()	()
___	4. Helping students to learn useful things such as organizing discussion, and decision making.	()	()

School Activities, Part II (continued)

		Importance	Time
___	5. Allowing the students to practise what they have learned.	()	()
___	6. Work to strengthen the relationships among students of the class thereby increasing the feeling of belonging to the class.	()	()
___	7. Preparing a plan and schedule for the group and committees.	()	()
___	8. Organizing the budget of the group.	()	()
___	9. Following implementation of the plan and solving any problems that the group might encounter.	()	()
___	10. Providing recommendations and suggestions for the groups and trying to apply them.	()	()
___	11. Applying the Social Education Department's plan and Ministry decrees regarding school activities.	()	()

Part III: School's Community

___	1. Providing experiences for the students by making them participate in school councils, and improving their abilities which make them able to successfully adapt with school and society.	()	()
___	2. Improving the social, cultural health, and artistic status of the area in which the school is located in by having speeches, celebrations, meetings, and general services programs.	()	()

3. School Activities, Part III (Continued)

		Importance	Time
___	3. Improving the relationship among students, teachers, and parents.	()	()
___	4. Increasing cooperation between and community in order to solve problems that the school cannot solve alone.	()	()
___	5. Supervising and helping in projects that improve the local or national society.	()	()
___	6. Inviting experts from the community in the areas of science or art to assist in school activities.	()	()

Part IV, Open-ended Questions

- ___ 1. What kinds of difficulties do you face regarding school activities?
- ___ 2. What suggestions do you have to solve these difficulties?

4. Research and Social Study

Part I:

		Importance	Time
___	1. Choosing important issues to be subjects of study which benefit and develop Qatar society.	()	()
___	2. Following the scientific method doing the social research in education field.	()	()
___	3. Using scientific skills and techniques in studying the problem.	()	()
___	4. Writing the research proposal in good language.	()	()

4. Research and Social Study, Part I (Continued)

	Importance	Time
___ 5. Implementing the results of the study in Qatari schools.	()	()

Part II, Open-ended Questions:

- ___ 1. What kinds of difficulties do you face when you are carrying out social research projects in Qatar's schools.
- ___ 2. What suggestions do you have to solve these difficulties.

5. Overall Rating of School Social Worker Activities

Part I: Please Rank in Order of Importance and Time

	Importance	Time
___ 1. Administrative Work	()	()
___ 2. Students' Problems	()	()
___ 3. School Activities	()	()
___ 4. Research and Social Study	()	()

Part II: Open-Ended Question

Write any comments you want about the role of the school social worker in Qatari schools.

APPENDIX C

SOCIAL EDUCATION DEPARTMENT SUPERVISOR QUESTIONNAIRE

Dear Social Education Supervisor:

This questionnaire has been developed under the supervision of the Ministry of Education of the State of Qatar, and is aimed at determining:

1. To what extent school social workers have succeeded in meeting the goals laid for them in Qatari schools.
2. What kinds of difficulties do school social workers face when they try to achieve these goals.
3. What are the suggestions to solve these difficulties.

The results of this research will be used to understand how the role of the school social worker in Qatari schools may be made more efficient and effective.

Please try to answer all questions with accuracy,

The designers and users of this questionnaire do not have any access to your identity whatsoever. Please do not write your name or address or give any other means of identification on this questionnaire or the envelope.

Your participation in this research is of the utmost importance, so please respond promptly.

Researcher

Abdulnasser Saleh Mohamed Saleh

An assistant teacher, Social Work Department, University of Qatar

A Ph.D. student at the University of Kent at Canterbury, England, U.K.

Directions: Please circle the number that best answers the question, and answer the questions.

General Information:

- | | | |
|---|----------------|---------------|
| ___ 1. Sex | 1. Male | 2. Female |
| ___ 2. Nationality | 1. Qatari | 2. Non-Qatari |
| ___ 3. Level of school you supervise | 1. Preparatory | 3. Secondary |
| ___ 4. Work experience in the Qatari education field. | Years ___ | |

To what extent do school social workers succeed in meeting their specified goals in Qatar's schools?

Please circle the number that best fits your answer as follows:

- | | |
|----------------------|------------------------|
| 1. To a great extent | 2. To a certain extent |
| 3. To some extent | 4. Does not affect |

1. School Administrative Work

- | | | | | |
|---|---|---|---|---|
| ___ 1. Develop the social education and the timetable for it. | 1 | 2 | 3 | 4 |
| ___ 2. Develop the school social education budget. | 1 | 2 | 3 | 4 |
| ___ 3. Prepare the monthly, term and annual reports about the work of social education. | 1 | 2 | 3 | 4 |
| ___ 4. Review the students' cards. | 1 | 2 | 3 | 4 |
| ___ 5. Evaluate school activities. | 1 | 2 | 3 | 4 |

Part I: School Administrative Work (Continued):

- | | | | | | |
|--------|---|---|---|---|---|
| ___ 6. | Prepare and organize the school files and records of the social education activities. | 1 | 2 | 3 | 4 |
| ___ 7. | Doing any assignments given by the headmaster of the school. | 1 | 2 | 3 | 4 |

Part II: Open-Ended Questions

- ___ 1. What difficulties do school social workers face when they are doing school administrative work.
- ___ 2. What are your suggestions to solve these difficulties.

2. Students' Problems

Part I: Kinds of Students' Problems

- | | | | | | |
|--------|--------------------------|---|---|---|---|
| ___ 1. | Low academic performance | 1 | 2 | 3 | 4 |
| ___ 2. | Absenteeism | 1 | 2 | 3 | 4 |
| ___ 3. | Family problems | 1 | 2 | 3 | 4 |
| ___ 4. | Economic Problems | 1 | 2 | 3 | 4 |
| ___ 5. | Health Problems | 1 | 2 | 3 | 4 |
| ___ 6. | Psychological Problems | 1 | 2 | 3 | 4 |
| ___ 7. | Behaviour Problems | 1 | 2 | 3 | 4 |

Part II: Dealing with Students' Problems

- | | | | | | | |
|-----|----|---|---|---|---|---|
| ___ | 1. | Involve all systems who have an effect on the student's problem such as family, school administration, and the students' friends. | 1 | 2 | 3 | 4 |
| ___ | 2. | Help students avoid or prevent potential problems, or from getting involved in problems that might develop in the future. | 1 | 2 | 3 | 4 |
| ___ | 3. | Explore the abilities of the student and encourage the student to use them for the betterment of society, thus increasing the student's confidence. | 1 | 2 | 3 | 4 |
| ___ | 4. | Using social work theories and techniques in dealing with students' problems. | 1 | 2 | 3 | 4 |
| ___ | 5. | Showing teachers the correct way to deal with students when faced with disciplinary problems. | 1 | 2 | 3 | 4 |
| ___ | 6. | Determine which students are over the age limit, and failing students, and try to encourage them during the course of the current academic year to do better academically, and finally expel them from school if they fail for the current academic year. | 1 | 2 | 3 | 4 |

Part III: Open-ended Questions

- ___ 1. What kinds of difficulties do school social workers face in dealing with students' problems?
- ___ 2. What are your suggestions to solve these difficulties.

3. School's Activities

Part I: Values

- | | | | | | | |
|-----|----|--|---|---|---|---|
| ___ | 1. | Helping students develop their own personal traits, fulfilling their needs and desires. | 1 | 2 | 3 | 4 |
| ___ | 2. | Helping students change negative behaviours and attitudes. | 1 | 2 | 3 | 4 |
| ___ | 3. | Helping students to respect the rights of other individuals. | 1 | 2 | 3 | 4 |
| ___ | 4. | Respect for Islamic values. | 1 | 2 | 3 | 4 |
| ___ | 5. | Emphasizing social values such as fairness, truthfulness, honesty, respect for law and customs, and the mores of the Qatari society. | 1 | 2 | 3 | 4 |
| ___ | 6. | Teaching students to learn useful things such as: responsibility, respect for hard work, working with others and loyalty in work. | 1 | 2 | 3 | 4 |
| ___ | 7. | Teaching students to learn useful things such as: patience, sacrificing, how to and take and cooperation. | 1 | 2 | 3 | 4 |
| ___ | 8. | Teaching students to stand for their rights, but being faithful to what is expected of them. | 1 | 2 | 3 | 4 |

Part II: Behaviour

- | | | | | | | |
|-----|----|--|---|---|---|---|
| ___ | 1. | Developing leadership abilities by giving students the opportunity to be a leader as well as a follower. | 1 | 2 | 3 | 4 |
|-----|----|--|---|---|---|---|

3. School Activities, Part II (Continued)

___ 2.	Using free time wisely following useful pursuits, and rewarding students for their productivity.	1	2	3	4
___ 3.	Help students meet their responsibilities within the group, such as the president or secretary of the class council.	1	2	3	4
___ 4.	Help students to learn useful things such as: organizing discussion, and decision making.	1	2	3	4
___ 5.	Allowing the students to practice what they have learned.	1	2	3	4
___ 6.	Work on strengthening the relationships among students in the class, thereby increasing the feeling of belonging to the class.	1	2	3	4
___ 7.	Preparing a plan and schedule for the groups and committees.	1	2	3	4
___ 8.	Organize the budget of the groups.	1	2	3	4
___ 9.	Following implementation of the plan and solving any problems that the group might encounter when using the plan.	1	2	3	4
___ 10.	Providing recommendations and suggestions for the groups and trying to apply them.	1	2	3	4
___ 11.	Applying the Social Education Department's plan and Ministry decrees regarding school activities.	1	2	3	4

3. School Activities (Continued)

Part III: School's Community

- | | | | | | | |
|-----|----|---|---|---|---|---|
| ___ | 1. | Providing experiences for the students by requiring them to participate in the school council, and improving their abilities which helps them successfully adapt to school and society. | 1 | 2 | 3 | 4 |
| ___ | 2. | Improving the social, cultural health, and artistic status of the area that the school is located in by having speeches, celebrations, meetings, and general services programs. | 1 | 2 | 3 | 4 |
| ___ | 3. | Improving the relationship among students, teachers, and parents. | 1 | 2 | 3 | 4 |
| ___ | 4. | Increasing cooperation between the school and community in order solve problems that the school cannot solve alone. | | | | |
| ___ | 5. | Supervising and helping in projects that improve the local or national society. | 1 | 2 | 3 | 4 |
| ___ | 6. | Inviting experts from the community in the areas of science or art to help them school activities. | 1 | 2 | 3 | 4 |

Part IV, Open-ended Questions:

- ___ 1. What kinds of difficulties do school social workers face regarding school activities.
- ___ 2. What suggestions do you have to solve these difficulties?

4. Research and Social Study

Part I:

- | | | | | | | |
|-----|----|---|---|---|---|---|
| ___ | 1. | Choosing important issues to be subjects for study which benefit and develop Qatar society. | 1 | 2 | 3 | 4 |
| ___ | 2. | Following the scientific method in doing the social research in the education field. | 1 | 2 | 3 | 4 |
| ___ | 3. | Using scientific skills and techniques in studying the problem. | 1 | 2 | 3 | 4 |
| ___ | 4. | Writing the research proposal and ensuing report in good language. | 1 | 2 | 3 | 4 |
| ___ | 5. | Implementing the results of the study in Qatar's schools. | 1 | 2 | 3 | 4 |

Part II, Open-Ended Questions:

- ___ 1. What kinds of difficulties face school social workers when they do social research in Qatar's schools?
- ___ 2. What suggestions do you have to solve those difficulties?

5. General Open-ended Questions

- ___ 1. How do you think the relationship can be improved between the social education supervisor and the school social workers?
- ___ 2. Finally write any comments you want about the role of school social workers in Qatar's schools.

APPENDIX D

HEAD OF SCHOOL QUESTIONNAIRE

Dear School Headmaster:

This questionnaire has been developed under the supervision of the Ministry of Education of the State of Qatar, and is aimed at determining:

1. To what extent school social workers succeeded in meeting the goals laid down for them in Qatari schools?
2. What kinds of difficulties face school social workers when they try to achieve these goals?
3. What suggestions do have as for solving these difficulties.

The results of this research will be used to understand how the role of the school social worker in Qatari schools may be made more efficient and effective.

Please try to answer all questions with accuracy.

The designers and users of this questionnaire do not have any access to your identity whatsoever. Please do not write your name or address or give any other means of identification on this questionnaire or the envelope.

Your participation in this research is of utmost importance, so please respond quickly.

Researcher

Abdulnasser Saleh Mohamed Saleh

An Assistant teacher, Social Work Department, University of Qatar

A Ph.D student at the University of Kent at Canterbury, England, U.K.

Directions: Please circle the number that best answers the question, and answer the questions.

General Information

- | | | |
|-------------------------------|----------------|---------------|
| _____ 1. Sex | 1. Male | 2. Female |
| _____ 2. Nationality | 1. Qatari | 2. Non-Qatari |
| _____ 3. Level of your school | 1. Preparatory | 2. Secondary |

Work experience in Qatari education field _____ years

To what extent do school social workers succeed in meeting these goals in the Qatari schools?

Please circle the number that best describes your answer to the following:

- | | |
|----------------------|------------------------|
| 1. To a great extent | 2. To a certain extent |
| 3. To some extent | 4. Does not affect |

1. School Administrative Work

- | | | | | |
|---|---|---|---|---|
| _____ 1. Develop the social education plan and the timetable for it. | 1 | 2 | 3 | 4 |
| _____ 2. Develop the social education budget for the school. | 1 | 2 | 3 | 4 |
| _____ 3. Prepare the monthly, term and annual reports about social education work in your school. | 1 | 2 | 3 | 4 |
| _____ 4. Review the students' cards. | 1 | 2 | 3 | 4 |
| _____ 5. Evaluate the school activities. | 1 | 2 | 3 | 4 |
| _____ 6. Prepare and organize the school and records of the social education activities. | 1 | 2 | 3 | 4 |
| _____ 7. Doing any assignments given by the headmaster of the school. | 1 | 2 | 3 | 4 |

2. Students' Problems

___ 1.	Low academic performance.	1	2	3	4
___ 2.	Absenteeism	1	2	3	4
___ 3.	Family problems	1	2	3	4
___ 4.	Economic problems	1	2	3	4
___ 5.	Health problems	1	2	3	4
___ 6.	Psychological problems	1	2	3	4
___ 7.	Behaviour problems	1	2	3	4

3. School Activities

Part I: Values

___ 1.	Helping students develop their own personal traits, fulfilling their needs and desires.	1	2	3	4
___ 2.	Helping students change negative behaviours and attitudes.	1	2	3	4
___ 3.	Helping students to respect individuals' rights.	1	2	3	4
___ 4.	Respect for Islamic values.	1	2	3	4
___ 5.	Emphasizing social values truthfulness, honesty, respect for law and customs, and the mores of Qatari society.	1	2	3	4
___ 6.	Teaching students to learn useful things such as: responsibility, respect for hard work, working with others and loyalty to work.	1	2	3	4

3. School Activities, Part I (continued)

- | | | | | | |
|--------|---|---|---|---|---|
| ___ 7. | Teaching students to learn useful things such as: patience, sacrificing, how to give and take, and cooperation. | 1 | 2 | 3 | 4 |
| ___ 8. | Teaching students to stand up for their rights, but being faithful to what is expected of them. | 1 | 2 | 3 | 4 |

Part II: Behaviour

- | | | | | | |
|--------|--|---|---|---|---|
| ___ 1. | Developing leadership abilities by giving students the opportunity to be a leader as well as a follower. | 1 | 2 | 3 | 4 |
| ___ 2. | Using free time wisely following useful pursuits, and rewarding students for their productivity. | 1 | 2 | 3 | 4 |
| ___ 3. | Helping students meet their responsibilities within the group, such as the president or secretary of the class council. | 1 | 2 | 3 | 4 |
| ___ 4. | Help students to learn useful things such as: organizing discussions, and decision-making. | 1 | 2 | 3 | 4 |
| ___ 5. | Allowing the students to practice what they have learned. | 1 | 2 | 3 | 4 |
| ___ 6. | Work to strengthen the relationships among students of the class thereby increasing the feeling of belonging to the class. | 1 | 2 | 3 | 4 |

3. Student Activities, Part II (continued)

___ 7.	Preparing a plan and schedule for the groups and committees.	1	2	3	4
___ 8.	Organizing the budget of the groups.	1	2	3	4
___ 9.	Following implementation of the plan and solving any problems that the group might encounter when using the plan.	1	2	3	4
___ 10.	Providing recommendations and suggestions for the groups and trying to apply them.	1	2	3	4
___ 11.	Applying the Social Education Department's plan and Ministry decrees regarding school activities.	1	2	3	4

Part III: School's Community

___ 1.	Providing experience for the students by requiring them to participate in school councils, and improving their abilities which enables them to successfully adapt to school and society.	1	2	3	4
___ 2.	Improving the social, cultural health, and artistic status of the area in which the school is located in by having speeches, celebrations, meetings, and general services programs.	1	2	3	4
___ 3.	Improving the relationship among students, teachers and parents.	1	2	3	4
___ 4.	Increasing cooperation between the school and community in order to solve problems that the school cannot solve alone.	1	2	3	4

3. School Activities, Part III (Continued)

- | | | | | | |
|----------|---|---|---|---|---|
| _____ 5. | Supervising and helping in projects that improve the local or national society. | 1 | 2 | 3 | 4 |
| _____ 6. | Inviting experts from the community in the areas of science or art to help them in school activities. | 1 | 2 | 3 | 4 |

4. Research and social study

- | | | | | | |
|----------|--|---|---|---|---|
| _____ 1. | Choosing important issues to be subjects for study which benefit and develop Qatari society. | 1 | 2 | 3 | 4 |
| _____ 2. | Following the scientific method in carrying out scientific research in the education field. | 1 | 2 | 3 | 4 |
| _____ 3. | Using science skills and techniques in studying the problem. | 1 | 2 | 3 | 4 |
| _____ 4. | Writing the proposal and subsequent report in good language. | 1 | 2 | 3 | 4 |
| _____ 5. | Implementing the results of the study in Qatari schools. | 1 | 2 | 3 | 4 |

5. General Questions, Open-ended

- ___ 1. What kinds of difficulties face school social workers when they try to achieve these goals in Qatari schools?
- ___ 2. What suggestions do you have to solve those difficulties?
- ___ 3. How do you think the relationship can be improved between the school headmaster and the school social worker?
- ___ 4. Finally, write any comments you want about the role of the school social worker in Qatari schools.

APPENDIX E

TEACHER QUESTIONNAIRE

Dear Teacher:

This questionnaire has been developed under the supervision of the Ministry of Education of the State of Qatar, and is aimed at determining your opinion about the role of school social workers in Qatari schools.

The results of this research will be used to understand how the role of the school social worker in Qatari schools may be made more efficient and effective.

Please try to answer all the questions accurately.

The designers and users of this questionnaire do not have any access to your identity whatsoever. Please do not write your name or address or give any other means of identification on this questionnaire or the envelope.

Your participation in this research is of utmost importance, so please respond quickly.

Researcher

Abdulnasser Saleh Mohamed Saleh

An assistant teacher, Social Work Department, the University of Qatar

A Ph.D student at the University of Kent at Canterbury, England, U.K.

Directions: Please circle the number that best answers the question.

General Information

- | | | |
|-----------------------------|----------------|---------------|
| ___ 1. Sex | 1. Male | 2. Female |
| ___ 2. Nationality | 1. Qatari | 2. Non-Qatari |
| ___ 3. Level of your school | 1. Preparatory | 2. Secondary |

In your opinion, to what extent have school social workers succeeded in performing their role in Qatari schools in the following:

Please circle the answer that best describes your answer as follows:

- | | 1. To a great extent | 2. To a certain extent | 3. To some extent | 4. Does not affect |
|---|----------------------|------------------------|-------------------|--------------------|
| ___ 1. As a part of the school administration. | 1 | 2 | 3 | 4 |
| ___ 2. Dealing with students' problems. | 1 | 2 | 3 | 4 |
| ___ 3. Involve families in students' problems. | 1 | 2 | 3 | 4 |
| ___ 4. Involve teachers in students' problems. | 1 | 2 | 3 | 4 |
| ___ 5. Involve school administration in students' problems. | 1 | 2 | 3 | 4 |
| ___ 6. Involve students' friends in students' problems. | 1 | 2 | 3 | 4 |
| ___ 7. Organizing and applying school activities. | 1 | 2 | 3 | 4 |
| ___ 8. Involving the society in school activities. | 1 | 2 | 3 | 4 |
| ___ 9. Doing research in school. | 1 | 2 | 3 | 4 |

APPENDIX F

STUDENT QUESTIONNAIRE

Dear Student:

This questionnaire has been developed under the supervision of the Ministry of Education of the State of Qatar, and is aimed at determining your opinion about the role of school social workers in Qatari schools.

The results of this research will be used to understand how the role of the school social worker in Qatari schools may be made more sufficient and effective.

Please try to answer all questions with accuracy.

The designers and users of this questionnaire do not have any access to your identity whatsoever. Please do not write your name or address or give any other means of identification on this questionnaire or the envelope.

Your participation in this research is of utmost importance, so please respond quickly.

Researcher

Abdulnasser Saleh Mohamed Saleh

An assistant teacher, Social Work Department, the University of Qatar

A Ph.D student at the University of Kent at Canterbury, England, U.K.

Directions: Please circle the number that best answers the question.

General Information

- | | | |
|-----------------------------|----------------|---------------|
| ___ 1. Sex | 1. Male | 2. Female |
| ___ 2. Nationality | 1. Qatari | 2. Non-Qatari |
| ___ 3. Level of your school | 1. Preparatory | 2. Secondary |

Part I:

In your opinion to what extent have school social workers succeeded in performing their role in Qatar schools in the following:

- | | 1. To a great extent | 2. To a certain extent | | |
|---|----------------------|------------------------|---|-------|
| | 3. To some extent | 4. Does not affect | | |
| ___ 1. As a part of school administration. | | | 1 | 2 3 4 |
| ___ 2. Dealing with students' problems. | | | 1 | 2 3 4 |
| ___ 3. Involve families in students' problems. | | | 1 | 2 3 4 |
| ___ 4. Organizing and applying school activities. | | | 1 | 2 3 4 |
| ___ 5. Involve the society in school activities. | | | 1 | 2 3 4 |

Part II

When you have a problem, to whom do you go for assistance

Please circle the number that fits your answer best as follows:

	1. School social workers	2. Headmaster			
	3. Class teacher	4. Family			
___ 1.	Problem with other students	1	2	3	4
___ 2.	Academic problem	1	2	3	4
___ 3.	Family problem	1	2	3	4
___ 4.	Economic problem	1	2	3	4
___ 5.	Health problem	1	2	3	4
___ 6.	Psychological problem	1	2	3	-
___ 7.	Behaviour problem	1	2	3	4

APPENDIX G

STUDENT'S PARENT QUESTIONNAIRE

Dear Student's Parent:

This questionnaire has been developed under the supervision of the Ministry of Education of the State of Qatar, and is aimed at determining your opinion about the role of school social workers in Qatari schools.

The results of this research will be used to understand how the role of the school social worker in Qatari schools may be made more efficient and effective.

Please try to answer all questions with accuracy.

The designers and users of this questionnaire do not have any access to your identity whatsoever. Please do not write your name or address or give any other means of identification on this questionnaire or on the envelope.

Your participation in this research is of utmost importance, so please respond as quickly as possible.

Researcher

Abdulnasser Saleh Mohamed Saleh

An assistant teacher, Social Work Department, University of Qatar

A Ph.D. student at the University of Kent at Canterbury, England, U.K.

Directions: Please circle the number that best answers the question

___ 1. Sex

1. Male

2. Female

___ 2. Nationality

1. Qatari

2. Non-Qatari

In your opinion to what extent are school workers successful in performing their role in Qatari schools in the following.

Please circle the number that best suits your answer as follows:

1. To a great extent

2. To a certain extent

3. To some extent

4. Does not affect

___ 1. Dealing with students' problems

1 2 3 4

___ 2. Involving family in students' problems.

1 2 3 4

___ 3. Organizing and applying school activities.

1 2 3 4

___ 4. Involving the society in school activities.

1 2 3 4

APPENDIX H
DEMOGRAPHIC INFORMATION ON
PARTICIPANTS

SCHOOL SOCIAL WORKERS

Frequency by Sex of School Social Workers

Value Label	Value	Frequency	%	Valid %	Cum. %
MALE	1	24	32.4	32.4	32.4
FEMALE	2	50	67.6	67.6	100.0
TOTAL		74	100.0	100.0	
Valid Cases 74			Missing Cases 0		

Frequency by Nationality of School Social Workers

Value Label	Value	Frequency	%	Valid %	Cum. %
QATARI	1	55	74.3	74.3	74.3
NON-QATARI	2	19	25.7	25.7	100.0
TOTAL		74	100.0	100.0	
Valid Cases 74			Missing Cases 0		

Frequency by Major of School Social Workers

Value Label	Value	Frequency	%	Valid %	Cum. %
SOCIAL WORK	1	57	77.0	77.0	77.0
SOCIOLOGY	2	17	23.0	23.0	100.0
TOTAL		74	100.0	100.0	
Valid Cases 74			Missing Cases 0		

Frequency by Marital Status of School Social Workers

Value Label	Value	Frequency	%	Valid %	Cum. %
MARRIED	1	50	67.6	68.5	68.5
UNMARRIED	2	23	31.1	31.5	100.0
MISSING		1	1.4		
TOTAL		74	100.0	100.0	
Valid Cases 73			Missing Cases 1		

Frequency by Level of School Social Workers

Value Label	Value	Frequency	%	Valid %	Cum. %
PREPARATORY	1	41	55.4	55.4	55.4
SECONDARY	2	33	44.6	44.6	100.0
TOTAL		74	100.0	100.0	
Valid Cases 74			Missing Cases 0		

Frequency by Experience of School Social Workers

Value Label	Value	Frequency	%	Valid %	Cum. %
	0	1	1.4	1.4	1.4
	1	3	4.1	4.4	5.8
	2	1	1.4	1.4	7.2
	3	11	14.9	15.9	23.2
	5	6	8.1	8.7	46.4
	6	4	5.4	5.8	52.2
	7	7	9.5	10.1	62.3
	8	5	6.8	7.2	69.6
	9	6	8.1	8.7	78.3
	10	2	2.7	2.9	81.2
	11	4	5.4	5.8	87.0
	12	5	6.8	7.2	94.2
	13	1	1.4	1.4	95.7
	15	2	2.7	2.9	98.6
	28	1	1.4	1.4	100.0
MISSING		5	6.8		
TOTAL		74	100.0	100.0	
Valid Cases 69			Missing Cases 5		

SOCIAL EDUCATION DEPARTMENT SUPERVISORS

Frequency by Sex of Social Education Department Supervisors

Value Label	Value	Frequency	%	Valid %	Cum. %
MALE	1	4	44.4	44.4	44.4
FEMALE	2	5	55.6	55.6	100.0
TOTAL		9	100.0	100.0	
Valid Cases 9			Missing Cases 0		

Frequency by Nationality of Social Education Department Supervisors

Value Label	Value	Frequency	%	Valid %	Cum. %
QATARI	1	6	66.7	66.7	66.7
NON-QATARI	2	3	33.3	33.3	100.0
TOTAL		9	100.0	100.0	
Valid Cases 9			Missing Cases 0		

Frequency by Level of School of Social Education Department Supervisors

Value Label	Value	Frequency	%	Valid %	Cum. %
PRIMARY	1	5	55.6	55.6	55.6
PREPARATORY	2	2	22.2	22.2	77.8
SECONDARY	3	2	22.2	22.2	100.0
TOTAL		9	100.0	100.0	
Valid Cases 9			Missing Cases 0		

**Frequency by Experience of
Social Education Department Supervisors**

Value Label	Value	Frequency	%	Valid %	Cum. %
	7	1	11.1	11.1	11.1
	12	4	44.4	44.4	55.6
	16	1	11.1	11.1	66.7
	20	1	11.1	11.1	77.8
	24	1	11.1	11.1	88.9
	28	1	11.1	11.1	100.0
TOTAL		9	100.0	100.0	
Valid Cases 9			Missing Cases 0		

HEADS OF SCHOOLS

Frequency by Sex of Heads of Schools

Value Label	Value	Frequency	%	Valid %	Cum. %
MALE	1	22	45.8	45.8	45.8
FEMALE	2	26	54.2	54.2	100.0
TOTAL		48	100.0	100.0	
Valid Cases 48			Missing Cases 0		

Frequency by Nationality of Heads of Schools

Value Label	Value	Frequency	%	Valid %	Cum. %
QATARI	1	47	97.9	97.9	97.9
NON-QATARI	2	1	2.1	2.1	100.0
TOTAL		48	100.0	100.0	
Valid Cases 48			Missing Cases 0		

Frequency by Level of Heads of Schools

Value Label	Value	Frequency	%	Valid %	Cum. %
PREPARATORY	1	27	56.3	56.3	56.3
SECONDARY	2	21	43.8	43.8	100.0
TOTAL		48	100.0	100.0	
Valid Cases 48			Missing Cases 0		

TEACHERS

Frequency by Sex of Teachers

Value Label	Value	Frequency	%	Valid %	Cum. %
MALE	1	115	46.7	46.7	46.7
FEMALE	2	131	53.3	53.3	100.0
TOTAL		246	100.0	100.0	
Valid Cases 246			Missing Cases 0		

Frequency by Nationality of Teachers

Value Label	Value	Frequency	%	Valid %	Cum. %
QATARI	1	129	52.4	52.4	52.4
NON-QATARI	2	117	47.6	47.6	100.0
TOTAL		246	100.0	100.0	
Valid Cases 246			Missing Cases 0		

Frequency by Level of School of Teachers

Value Label	Value	Frequency	%	Valid %	Cum. %
PREPARATORY	1	133	54.1	54.1	54.1
SECONDARY	2	113	45.9	45.9	100.0
TOTAL		246	100.0	100.0	
Valid Cases 246			Missing Cases 0		

STUDENTS

Frequency by Sex of Students

Value Label	Value	Frequency	%	Valid %	Cum. %
MALE	1	326	43.4	43.4	43.4
FEMALE	2	425	56.6	56.6	100.0
TOTAL		751	100.0	100.0	
Valid Cases 751			Missing Cases 0		

Frequency by Nationality of Students

Value Label	Value	Frequency	%	Valid %	Cum. %
QATARI	1	569	75.8	75.8	75.8
NON-QATARI	2	182	24.2	24.2	100.0
TOTAL		751	100.0	100.0	
Valid Cases 751			Missing Cases 0		

Frequency by Level of School of Students

Value Label	Value	Frequency	%	Valid %	Cum. %
PREPARATORY	1	408	54.3	54.3	54.3
SECONDARY	2	343	45.7	45.7	100.0
TOTAL		751	100.0	100.0	
Valid Cases 751			Missing Cases 0		

STUDENTS' PARENTS

Frequency by Sex of Students' Parents Participating

Value Label	Value	Frequency	%	Valid %	Cum. %
MALE	1	131	53.0	53.0	53.0
FEMALE	2	116	47.0	47.0	100.0
TOTAL		247	100.0	100.0	
Valid Cases 247			Missing Cases 0		

Frequency by Nationality of Students' Parents Participating

Value Label	Value	Frequency	%	Valid %	Cum. %
QATARI	1	172	69.6	69.6	69.6
NON-QATARI	2	75	30.4	30.4	100.0
TOTAL		247	100.0	100.0	
Valid Cases 247			Missing Cases 0		

APPENDIX I

- 1. DIFFERENCE BETWEEN WHAT SCHOOL SOCIAL WORKERS THINK IS THEIR JOB AND WHAT THEY ACTUALLY DO IN THEIR REAL WORK.**
- 2. TO WHAT EXTENT SCHOOL SOCIAL WORKERS SUCCEED IN THEIR ROLE IN QATARI SCHOOLS?**
- 3. WHOM WOULD STUDENTS WITH PROBLEMS ASK FOR ASSISTANCE?**
- 4. AN EVALUATION OF WHETHER GENDER IS SIGNIFICANT IN EVALUATING THE ROLE OF SCHOOL SOCIAL WORKERS**

1. Administrative Work

Population Variance Among School Social Workers for the Administrative Work Variables

1. Develop the social education and the timetable for it

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	1.5270	0.9396	74
According to time	2.4324	1.6886	74
Male: According to importance	1.5000	0.9325	24
According to time	3.2500	1.9167	24
Female: According to importance	1.5400	0.9521	50
According to time	2.0400	1.4280	50

2. Develop the social education budget for the school

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	4.6216	1.5053	74
According to time	3.7432	1.8877	74
Male: According to importance	3.8333	1.2039	24
According to time	3.1667	1.5788	24
Female: According to importance	5.0000	1.4983	50
According to time	4.0200	1.9742	50

3. Prepare the monthly, term and annual reports on the accomplishments of social education

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	4.6216	1.5053	74
According to time	3.7432	1.8777	74
Male: According to importance	3.8333	1.2039	24
According to time	3.1667	1.5788	24
Female: According to importance	5.0000	1.4983	50
According to time	4.0200	1.9742	50

4. Review the students' cards

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	5.4054	1.6545	74
According to time	5.6216	1.6361	74
Male: According to importance	5.7917	1.6413	24
According to time	5.8333	1.9927	24
Female: According to importance	5.2200	1.6449	50
According to time	5.5200	1.4462	50

5. Evaluate the school activities

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	5.0000	1.3485	74
According to time	4.6757	1.5712	74
Male: According to importance	4.5000	1.3188	24
According to time	3.9167	1.4720	24
Female: According to importance	5.2400	1.3180	50
According to time	5.0400	1.4978	50

6. Preparing and organizing the files and records of social education activities

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	2.3649	1.2559	74
According to time	2.9730	1.5258	74
Male: According to importance	2.3750	1.3453	24
According to time	2.7917	1.6676	24
Female: According to importance	2.3600	1.2249	50
According to time	3.0600	1.4626	50

7. Doing any assignments given by the head of the school

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	5.5000	1.5549	74
According to time	4.3784	2.2312	74
Male: According to importance	5.8750	1.1539	24
According to time	4.5833	2.2247	24
Female: According to importance	5.3200	1.6956	50
According to time	4.2800	2.2501	50

2. Students' Problems

A. Kinds of Students' Problems Population Means for Kinds of Students' Problems Variables

1. Low academic performance

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	2.0405	1.1400	74
According to time	2.3649	1.4765	74
Male: According to importance	2.0417	1.1602	24
According to time	1.9167	0.9743	24
Female: According to importance	2.0400	1.1421	50
According to time	2.5800	1.6299	50

2. Absenteeism

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	2.3243	1.3660	74
According to time	2.4324	1.4904	74
Male: According to importance	1.5833	0.7755	24
According to time	1.8750	0.8502	24
Female: According to importance	2.6800	1.4490	50
According to time	2.7000	1.6568	50

3. Family problems

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	4.1622	1.4714	74
According to time	4.3378	1.3974	74
Male: According to importance	4.6250	1.1349	24
According to time	4.9583	1.3015	24
Female: According to importance	3.9400	1.5703	50
According to time	4.0400	1.3547	50

4. Economic Problems

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	5.3784	1.4016	74
According to time	5.3784	1.6022	74
Male: According to importance	5.2083	1.2504	24
According to time	5.4167	1.3160	24
Female: According to importance	5.4600	1.4737	50
According to time	5.3600	1.7351	50

5. Health problems

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	5.7973	1.2494	74
According to time	5.7703	1.2880	74
Male: According to importance	5.8750	1.2619	24
According to time	5.5000	1.1795	24
Female: According to importance	5.7600	1.2545	50
According to time	5.9000	1.3286	50

6. Psychological Problems

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	4.7297	2.1152	74
According to time	4.1081	2.1807	74
Male: According to importance	5.6667	1.2740	24
According to time	5.3750	1.7147	24
Female: According to importance	4.2800	2.2950	50
According to time	3.5000	2.1309	50

7. Behaviour problems

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	3.5676	1.5357	74
According to time	3.6081	1.5687	74
Male: According to importance	3.0000	1.2511	24
According to time	2.9583	1.4289	24
Female: According to importance	3.8400	1.5954	50
According to time	3.9200	1.5497	50

2. Students' Problems

B. Dealing with Students Problems

Population Means for the Variables: Strategies for Dealing with Students' Problems

1. Involve all systems who have an effect on students' problems such as family, school administration, and student's friends

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	2.5541	1.5273	74
According to time	2.4054	1.4037	74
Male: According to importance	2.9167	1.6396	24
According to time	2.2083	1.4738	24
Female: According to importance	2.3800	1.4553	50
According to time	2.5000	1.3740	50

2. Help students avoid or prevent potential problems that might develop in the future

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	3.9865	1.6005	74
According to time	3.9546	1.5432	74
Male: According to importance	3.6250	1.6369	24
According to time	3.2917	1.5174	24
Female: According to importance	4.1600	1.5696	50
According to time	3.7400	1.5493	50

3. Explores the abilities of the student and encourages the student to use them for the betterment of society, thus increasing the student's confidence.

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	3.1872	1.4775	74
According to time	3.1622	1.4048	74
Male: According to importance	2.7500	1.3270	24
According to time	3.2500	1.3593	24
Female: According to importance	3.4000	1.5119	50
According to time	3.1200	1.4377	50

4. Using social work theories and techniques in dealing with students' problems

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	3.2568	1.6053	74
According to time	4.0946	1.6062	74
Male: According to importance	2.9167	1.4116	24
According to time	3.9167	1.4421	24
Female: According to importance	3.4200	1.6793	50
According to time	4.1800	1.6866	50

5. Showing teachers the correct way of dealing with students' when faced with disciplinary problems

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	4.3919	1.3428	74
According to time	4.6216	1.4210	74
Male: According to importance	4.7083	1.3981	24
According to time	5.1250	1.4540	24
Female: According to importance	4.2400	1.3024	50
According to time	4.3800	1.3536	50

6. Determine which students are over the age limit and which other students are failing work, and encourage them to try to do better during the course of the school year, and finally expel them from school if they fail.

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	3.5135	2.0153	74
According to time	3.0811	1.9498	74
Male: According to importance	3.9167	1.9982	24
According to time	3.0833	1.7917	24
Female: According to importance	3.3200	2.0146	50
According to time	3.0800	2.0388	50

3. School's Activities

Part I: Values

Population Means for the Variables: School's Activities, Part I: Values

1. Helping students develop their own personal traits, fulfilling their needs and desires.

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	3.4595	2.0217	74
According to time	3.0135	1.9965	74
Male: According to importance	3.5833	2.1653	24
According to time	3.2500	2.1315	24
Female: According to importance	3.4000	1.9691	50
According to time	2.9000	1.9404	50

2. Helping students change negative behaviours and attitudes

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	3.6757	2.1204	74
According to time	3.2297	2.1805	74
Male: According to importance	4.2917	2.0104	24
According to time	3.5833	2.2422	24
Female: According to importance	3.3800	2.1275	50
According to time	3.0600	2.1515	50

3. Helping students to respect others' rights future

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	5.8649	1.5818	74
According to time	5.4595	1.7918	74
Male: According to importance	3.0833	2.3015	24
According to time	4.4583	2.7816	24
Female: According to importance	3.1800	2.1351	50
According to time	4.3200	2.3942	50

4. Respect for Islamic values

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	3.1486	2.1751	74
According to time	4.3649	2.5079	74
Male: According to importance	3.0833	2.3015	24
According to time	4.4583	2.7816	24
Female: According to importance	3.1800	2.1351	50
According to time	4.3200	2.3942	50

5. Emphasizing social values such as fairness, honesty, respect for law and customs, and the morals of the Qatari society.

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	3.3649	1.6350	74
According to time	3.6486	1.7551	74
Male: According to importance	3.0417	1.3015	24
According to time	3.3333	2.0990	24
Female: According to importance	3.5200	1.7640	50
According to time	3.8000	1.5649	50

6. Teaching students to learn useful things such as: responsibility, respect for hard work, working with others, and loyalty in work.

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	3.5405	1.8071	74
According to time	3.8514	1.9632	74
Male: According to importance	3.0833	1.5299	24
According to time	3.7500	1.9393	24
Female: According to importance	3.7600	1.9012	50
According to time	3.9000	1.9923	50

7. Teaching students to learn useful things such as: patience, sacrificing, how to give and take, and cooperation.

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	5.9459	1.6377	74
According to time	5.7917	1.5030	74
Male: According to importance	5.7917	1.5030	24
According to time	5.5417	1.4136	24
Female: According to importance	6.0200	1.7082	50
According to time	5.7200	1.7733	50

8. Teaching students to stand up for their rights, but being faithful to what is expected of them.

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	7.0000	1.3848	74
According to time	6.6351	1.5839	74
Male: According to importance	6.8750	1.7523	24
According to time	6.3750	1.6369	24
Female: According to importance	7.0600	1.1851	50
According to time	6.7600	1.5592	50

School's Activities, Part I: Values

Rank the Goal (Respect for Islamic Values) in Qatari Schools
in Each Group According to their Priority, Importance
and Time that it takes in your real work

Respect for Islamic Values According to Importance

SA1.4

Value Label	Value	Frequency	Percent	Valid %	Cum. %
FIRST	1	26	35.1	35.1	35.1
SECOND	2	9	12.2	12.2	47.3
THIRD	3	10	13.5	13.5	60.0
FOURTH	4	8	10.8	10.8	71.6
FIFTH	5	10	13.5	13.5	85.1
SIXTH	6	5	6.8	6.8	91.9
SEVENTH	7	1	1.4	1.4	93.2
EIGHTH	8	5	6.8	6.8	100.0
TOTAL		74	100.0	100.0	
Valid Cases		74	Missing Cases 0		

Respect for Islamic Values According to Time

SAT 1.4

Value Label	Value	Frequency	Percent	Valid %	Cum. %
MOST TIME	1	15	20.3	20.3	20.3
SECOND TIME	2	6	8.1	8.1	28.4
THIRD TIME	3	9	12.2	12.2	40.5
FOURTH TIME	4	8	10.8	10.8	51.4
FIFTH TIME	5	12	16.2	16.2	67.6
SIXTH TIME	6	5	6.8	6.8	74.3
SEVENTH TIME	7	5	6.8	6.8	81.1
EIGHTH TIME	8	14	18.9	18.9	100.0
TOTAL		74	100.0	100.0	
Valid Cases		74	Missing Cases 0		

3. School's Activities

Part II: Behaviour

Population Means for the Variables, Schools' Activities Part II: Behaviour

1. Developing leadership abilities by giving students the opportunity to be a leader as well as a follower

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	5.4658	2.7592	73
According to time	6.4795	3.1096	73
Male: According to importance	5.7083	2.8814	24
According to time	6.7917	3.0357	24
Female: According to importance	5.3469	2.7199	49
According to time	6.3265	3.1648	49

2. Using free time wisely following useful pursuits, and rewarding students for their productivity

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	5.4932	3.2537	73
According to time	5.7260	2.7752	73
Male: According to importance	6.3750	3.4365	24
According to time	6.3750	3.4365	24
Female: According to importance	5.0612	3.1052	49
According to time	5.6735	2.9111	49

3. Help students meet their responsibilities within the group, such as the president or secretary of the council class

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	6.0822	2.5860	73
According to time	5.9863	2.8843	73
Male: According to importance	5.9583	2.9411	24
According to time	5.5000	2.3774	24
Female: According to importance	6.1429	2.2438	49
According to time	6.2245	3.0975	49

4. Help students to learn useful things such as: organizing discussion, and decision making

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	5.9178	2.7727	73
According to time	5.7945	2.7078	73
Male: According to importance	5.1667	2.5820	24
According to time	4.9167	2.5524	24
Female: According to importance	6.2857	2.8137	49
According to time	6.2245	2.7024	49

5. Allowing students to practice what they have learned

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	7.4658	2.5445	73
According to time	6.7671	2.7311	73
Male: According to importance	6.6667	2.4077	24
According to time	6.7671	2.7311	24
Female: According to importance	7.8571	2.5413	49
According to time	7.0408	2.9294	49

6. Work to strengthen the relationships among students of the class thereby increasing the feeling of belonging to the class.

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	5.9324	3.0670	74
According to time	6.2838	3.1732	74
Male: According to importance	7.1667	2.5651	24
According to time	6.2917	3.2367	24
Female: According to importance	5.3400	3.1338	50
According to time	6.2800	3.1754	50

7. Preparing a plan and schedule for the groups and committees

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	4.4054	3.3059	74
According to time	4.8919	3.4226	74
Male: According to importance	4.8333	3.4347	24
According to time	6.0417	3.5555	24
Female: According to importance	4.2000	3.2576	50
According to time	6.0417	3.3555	50

8. Organizing the budget of the groups.

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	6.8108	3.4350	74
According to time	7.2162	3.3892	74
Male: According to importance	7.8333	3.3579	24
According to time	9.5417	2.2646	24
Female: According to importance	6.3200	3.3953	50
According to time	6.1000	3.2842	50

9. Following implementation of the plan and solving any problems that the group might encounter when using the plan.

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	6.7838	2.8200	74
According to time	5.7568	3.1134	74
Male: According to importance	6.2917	3.2635	24
According to time	5.5417	3.6473	24
Female: According to importance	7.0200	2.5832	50
According to time	5.8600	2.8572	50

10. Making recommendations and suggestions for the groups and trying to apply them.

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	6.5946	2.9373	74
According to time	6.0541	3.0063	74
Male: According to importance	5.6250	2.9461	24
According to time	5.2083	3.2071	24
Female: According to importance	7.0600	2.8458	50
According to time	6.4600	2.8155	50

11. Applying the Social Education Department's plan and Ministry decrees regarding school activities.

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	4.6081	3.8564	74
According to time	5.2568	6.5125	74
Male: According to importance	4.0000	3.5753	24
According to time	3.6667	3.1439	24
Female: According to importance	4.9000	3.9859	50
According to time	6.0200	7.5309	50

3. Schools' Activities

Part III: School Community

Population Means for the Variables, Schools' Activities

Part III: School Community

1. Providing experiences for the students to make them participate in the school's councils, and improving their abilities which make them able to successfully adapt to school and society.

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	2.3562	1.5309	73
According to time	2.6250	1.6736	72
Male: According to importance	2.0870	1.5642	23
According to time	2.2174	1.6776	23
Female: According to importance	2.4800	1.5151	50
According to time	2.8163	1.6542	49

2. Improving the social, cultural, health, and artistic status of the area in which the school is located by having speeches, celebrations, meetings, and general services programs.

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	3.6164	1.4494	73
According to time	2.8194	1.5136	72
Male: According to importance	4.0870	1.3788	23
According to time	3.2517	1.6200	23
Female: According to importance	3.4000	1.4428	50
According to time	2.4898	1.3559	49

3. Improving the relationship among students, teachers and parents

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	2.3562	1.2061	73
According to time	2.8472	1.4695	72
Male: According to importance	2.2174	1.0426	23
According to time	2.6522	1.4957	23
Female: According to importance	2.4200	1.2792	50
According to time	2.9388	1.4636	49

4. Increasing cooperation between the school and community in order to solve problems that the school cannot solve alone.

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	2.7397	1.2137	73
According to time	3.1667	1.1628	72
Male: According to importance	2.2174	1.0426	23
According to time	2.6522	1.4957	23
Female: According to importance	2.4200	1.2792	50
According to time	2.9388	1.4636	49

5. Supervising and helping in projects that improve the local or national society

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	4.7945	1.3013	73
According to time	4.3889	1.4589	72
Male: According to importance	4.5652	1.3425	23
According to time	4.3448	1.3082	23
Female: According to importance	4.9000	1.2817	50
According to time	4.3673	1.5370	49

6. Inviting experts from the community in the areas of science or art to help them in school activities

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	5.1370	1.0044	73
According to time	5.1528	1.2855	72
Male: According to importance	5.2609	0.9154	23
According to time	5.1739	1.2668	23
Female: According to importance	5.0800	1.0467	50
According to time	5.1429	1.3070	49

4. Research and Social Study

Population Means for the Variables, Research and Social Study

1. Choosing important issues to be subjects for study which benefit and develop Qatar society

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	1.5135	0.9252	74
According to time	2.2297	1.4001	74
Male: According to importance	1.4583	1.0624	24
According to time	2.5417	1.4738	24
Female: According to importance	1.5400	0.8621	50
According to time	2.0800	1.3529	50

2. Following the scientific method in doing the social research in the education field

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	2.6486	1.0782	74
According to time	2.4459	1.0745	74
Male: According to importance	2.4167	1.1001	24
According to time	2.1667	1.0495	24
Female: According to importance	2.7600	1.0606	50
According to time	2.5800	1.0708	50

3. Using scientific skills and techniques in studying the problem

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	3.3514	1.0127	74
According to time	3.1486	1.1667	74
Male: According to importance	3.5833	1.1765	24
According to time	3.0833	1.1765	24
Female: According to importance	3.2400	1.0797	50
According to time	3.1800	1.1726	50

4. Writing the research with good language

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	3.8378	1.1351	74
According to time	3.7838	1.1380	74
Male: According to importance	3.8333	1.0901	24
According to time	3.7500	0.9441	24
Female: According to importance	3.8400	1.1669	50
According to time	3.8000	1.2289	50

5. Implementing the results of the study in Qatar schools

Variable	Mean	Standard Dev.	Cases
Entire Population:			
According to importance	3.6486	1.4752	74
According to time	3.3514	1.6254	74
Male: According to importance	3.7083	1.3345	24
According to time	3.3333	1.7611	24
Female: According to importance	3.6200	1.5504	50
According to time	3.3600	1.5748	50

5. General Question

Entire Population Mean for All Four Variables

Variable	Mean	Standard Dev.	Cases
1. Administrative work			
According to importance	2.9589	0.7535	73
According to time	2.5541	0.9951	74
2. Students' problems			
According to importance	1.1233	0.3706	73
According to time	1.5000	0.7262	74
3. School Activities			
According to importance	2.2055	0.5517	73
According to time	2.5946	0.7570	74
4. Research and social study			
According to importance	3.7123	0.5888	73
According to time	3.3514	1.1033	74

Results of the analysis of the previous tables reveal that the rank of goals of school social workers as follows:

**School Social Workers Ranking of the Goals
In School Administrative Work**

Category	Entire Population		Male		Female	
	Import.	Time	Import.	Time	Import.	Time
Goal 1:	1	1	1	3	1	1
Goal 2:	3	4	4	5	3	3
Goal 3:	4	3	3	2	4	4
Goal 4:	5	7	6	7	5	7
Goal 5:	6	6	5	4	6	6
Goal 6:	2	2	2	1	2	2
Goal 7:	7	5	7	6	7	5

- Goal 1 : Develop the social education plan and the timetable for it
 Goal 2 : Develop the budget of the social education programme of the school
 Goal 3 : Prepare the monthly, term and annual reports about social education work
 Goal 4 : Revise the students' cards
 Goal 5 : Evaluate the school activities
 Goal 6 : Prepare and organize the school and records of social education activities
 Goal 7 : Doing any assignments given by the headmaster of the school

**How Various Categories of School Social Workers
Ranked the Different Kinds of Students' Problems**

Category	Entire Population		Male		Female	
	Import.	Time	Import.	Time	Import.	Time
Low academic performance:	1	1	2	2	1	1
Absenteeism:	2	2	1	1	2	2
Family:	4	5	4	4	4	5
Economy:	6	6	5	5	6	6
Health:	7	7	7	7	7	7
Psychological:	5	4	6	6	5	3
Behaviour:	3	3	3	3	3	4

Ranking of Goals Regarding Dealing with Students' Problems in Terms of Importance and Time

Category	Entire Population		Male		Female	
	Import.	Time	Import.	Time	Import.	Time
Goal 1:	1	1	2	1	1	1
Goal 2:	5	4	4	4	5	4
Goal 3:	2	3	1	3	3	3
Goal 4:	3	5	2	5	4	5
Goal 5:	6	6	6	6	6	6
Goal 6:	4	2	5	2	2	2

- Goal 1 :** Involve all systems who have an effect on students' problems such as family, school administration, and students' friends.
- Goal 2 :** Help students avoid or prevent potential problems, or from getting involved in problems that might develop in the future.
- Goal 3 :** Explore the abilities of the student and encourage the student to use them for the betterment of society, thus increasing the student's confidence.
- Goal 4 :** Using social work theories and techniques in dealing with students' problems.
- Goal 5 :** Showing teachers the correct way to deal with students when faced with disciplinary problems.
- Goal 6 :** Determine which students are over the age limit, and failing students and encourage them to do better during the course of the present academic year, and finally expel them from school if they fail.

**Ranking of Goals Regarding the Importance of the Various School Activities
for Part I: Values**

Category	Entire Population		Male		Female	
	Import.	Time	Import.	Time	Import.	Time
Goal 1:	3	1	4	1	3	1
Goal 2:	5	2	5	3	2	2
Goal 3:	6	6	7	6	6	6
Goal 4:	1	5	2	5	1	5
Goal 5:	2	3	1	2	4	3
Goal 6:	4	4	2	4	5	4
Goal 7:	7	7	6	7	7	7
Goal 8:	8	8	8	8	8	8

Goal 1 : Helping students develop their own personal traits, fulfilling their needs and desires.

Goal 2 : Helping students change negative behaviours and attitudes.

Goal 3 : Helping students to respect the rights of other individuals.

Goal 4 : Respect for Islamic values

Goal 5 : Emphasizing social values such as fairness, truthfulness, honesty, respect for law and customs of Qatari society.

Goal 6 : Teaching students to learn useful things such as: responsibility, respect for hard work, working with others and loyalty in work.

Goal 7 : Teaching students to learn useful things such as patience, sacrificing, how to give and take, and cooperation.

Goal 8 : Teaching students to stand up for their rights, but being faithful to what is expected of them.

**Ranking of Goals for Schools' Activities, Part II: Behaviour
in Terms of Importance and Time**

Category	Entire Population		Male		Female	
	Import.	Time	Import.	Time	Import.	Time
Goal 1:	3	9	5	10	4	9
Goal 2:	4	3	8	6	3	2
Goal 3:	7	6	6	4	6	6
Goal 4:	5	5	3	2	7	6
Goal 5:	11	10	9	8	11	11
Goal 6:	6	8	10	9	4	8
Goal 7:	1	1	2	7	1	1
Goal 8:	10	11	11	11	8	5
Goal 9:	9	4	7	5	9	3
Goal 10:	8	7	4	3	10	10
Goal 11:	2	2	1	1	2	4

- Goal 1 : Developing leadership abilities by giving students the opportunity to be a leader as well as a follower.
- Goal 2 : Using free time wisely following useful pursuits, and rewarding students for their productivity.
- Goal 3 : Helping students meet their responsibilities within the group, such as the president or secretary of the class council.
- Goal 4 : Helping students to learn useful things such as organizing discussion, and decision making.
- Goal 5 : Allowing the students to practice what they have learned.
- Goal 6 : Work to strengthen the relationships among students of the class thereby increasing the feeling of belonging to the class.
- Goal 7 : Preparing a plan and schedule for the group and committees.
- Goal 8 : Organizing the budget of the group.
- Goal 9 : Following implementation of the plan and solving any problems that the group might encounter.
- Goal 10 : Providing recommendations and suggestions for the groups and trying to apply them.
- Goal 11 : Applying the Social Education Department's plan and Ministry decrees regarding school activities.

**Ranking of Goals Regarding the Importance of Schools' Activities
Part III: School Community**

Category	Entire Population		Male		Female	
	Import.	Time	Import.	Time	Import.	Time
Goal 1:	1	1	1	1	2	2
Goal 2:	4	2	4	4	4	1
Goal 3:	1	3	2	2	1	3
Goal 4:	3	4	3	3	3	4
Goal 5:	5	5	5	5	5	5
Goal 6:	6	6	6	6	6	6

Goal 1 : Providing experiences for the students by making them participate in school councils, and improving their abilities which make them able to successfully adapt with school and society.

Goal 2 : Improving the social, cultural, health, and artistic status of the area in which the school is located in by having speeches, celebrations, meetings, and general services programs.

Goal 3 : Improving the relationship among students, teachers, and parents.

Goal 4 : Increasing cooperation between school and community in order to solve problems that the school cannot solve alone.

Goal 5 : Supervising and helping in projects that improve the local or national society.

Goal 6 : Inviting experts from the community in the areas of science or arts to assist in school activities.

**Rank of Goals Regarding Research and Social Study
in Terms of Importance and Time**

Category	Entire Population		Male		Female	
	Import.	Time	Import.	Time	Import.	Time
Goal 1:	1	1	1	2	1	1
Goal 2:	2	2	2	1	2	2
Goal 3:	3	3	3	3	3	3
Goal 4:	5	5	5	5	5	5
Goal 5:	4	4	4	4	4	4

- Goal 1 : Choosing important issues to be subjects of study which benefits and develops Qatari society.
- Goal 2 : Following the scientific method in doing the social research in education field.
- Goal 3 : Using scientific skills and techniques in studying the problem.
- Goal 4 : Writing the research proposal in good language.
- Goal 5 : Implementing the results of the study in Qatari schools.

**TO WHAT EXTENT SCHOOL SOCIAL WORKERS SUCCEED
IN THEIR ROLE IN QATARI SCHOOLS**

Population Means for Social Education Department (S.E.D.)
Supervisors and Head of School for the
Variable School Administrative Work

Population	Mean	Min.	Max.	Cases
S.E.D. Supervisors	1.4126	1	4	9
Male	1.5000	1	4	4
Female	1.3428	1	4	5
Heads of Schools	1.6017	1	4	48
Male	1.7977	1	4	22
Female	1.4303	1	4	26

Population Means for Social Education Department (S.E.D.)
Supervisors and Heads of Schools
Part I: All kinds of Students' Problems

Population	Mean	Min.	Max.	Cases
S.E.D. Supervisors	1.5416	1	4	9
Male	1.7145	1	4	4
Female	1.4000	1	4	5
Heads of Schools	1.8786	1	4	48
Male	2.0844	1	4	22
Female	1.7032	1	4	26

Population Means for Social Education Department (S.E.D.)
Supervisors
Part II: Dealing with Students' Problems

Population	Mean	Min.	Max.	Cases
S.E.D. Supervisors	1.4074	1	4	9
Male	1.4166	1	4	4
Female	1.4000	1	4	5

Population Means for Social Education Department (S.E.D.)
Supervisors and Heads of Schools
on the Variable Students' Problems

Population	Mean	Min.	Max.	Cases
S.E.D. Supervisors	1.4745	1	4	9
Male	1.5655	1	4	4
Female	1.4000	1	4	5
Heads of Schools	1.8786	1	4	48
Male	2.0844	1	4	22
Female	1.7032	1	4	26

Population Means for Social Education Department (S.E.D.)
Supervisors and Heads of Schools
School Activities Variable, Part I: Values

Population	Mean	Min.	Max.	Cases
S.E.D. Supervisors	1.4583	1	4	9
Male	1.4375	1	4	4
Female	1.4750	1	4	5
Heads of Schools	1.9189	1	4	48
Male	2.0608	1	4	22
Female	1.7994	1	4	26

Population Means for Social Education Department (S.E.D.)
Supervisors and Heads of Schools
School Activities, Part II: Behaviour

Population	Mean	Min.	Max.	Cases
S.E.D. Supervisors	1.4444	1	4	9
Male	1.5227	1	4	4
Female	1.3818	1	4	5
Heads of Schools	1.8078	1	4	48
Male	1.9797	1	4	22
Female	1.6619	1	4	26

Population Means for Social Education Department (S.E.D.)
Supervisors and Heads of Schools
Part III: School Community

Population	Mean	Min.	Max.	Cases
S.E.D. Supervisors	2.1759	1	4	9
Male	1.6805	1	4	4
Female	2.5666	1	4	5
Heads of Schools	2.3777	1	4	48
Male	2.4394	1	4	22
Female	2.3253	1	4	26

Population Means for Social Education Department (S.E.D.)
Supervisors and Heads of Schools
Effectiveness of Social Workers in their
Overall Approach to School Activities

Population	Mean	Min.	Max.	Cases
S.E.D. Supervisors	1.6928	1	4	9
Male	1.5459	1	4	4
Female	1.8078	1	4	5
Heads of Schools	2.0348	1	4	48
Male	2.1599	1	4	22
Female	1.9288	1	4	25

Population Means for Social Education Department (S.E.D.)
Supervisors and Heads of Schools:
Research and Social Study

Population	Mean	Min.	Max.	Cases
S.E.D. Supervisors	1.8000	1	4	9
Male	1.5800	1	4	4
Female	1.9600	1	4	5
Heads of Schools	2.3856	1	4	48
Male	2.5813	1	4	22
Female	2.2137	1	4	26

To What Extent School Social Workers Succeeded in Doing their Job

Variable	Mean	Std. Dev.	Cases
1. As a part of school administration			
Teachers	1.6364	0.8546	242
Male Teachers	1.7652	0.8918	115
Female Teachers	1.5197	0.8052	127
Students	1.5946	0.8357	745
Male Students	1.6904	0.8285	323
Female Students	1.5213	0.8347	422
2. Dealing with students' problems			
Teachers	1.5976	0.7482	246
Male Teachers	1.6348	0.7761	115
Female Teachers	1.5649	0.7243	131
Students	1.6489	0.8719	749
Male Students	1.6800	0.8936	325
Female Students	1.6250	0.8552	424
Students' Parents	1.8000	0.8898	245
Male Students' Parents	1.8527	0.9109	129
Female Students' Parents	1.7478	0.8670	115
3. Involving Families in Students' Problems			
Teachers	2.0494	0.8893	243
Male Teachers	2.2124	0.9108	113
Female Teachers	1.9077	0.8486	130
Students	2.1898	1.0162	743
Male Students	2.1745	1.0402	321
Female Students	2.2012	0.9987	422
Students' Parents	2.1545	0.9128	245
Male Students' Parents	2.2385	0.9301	130
Female Students' Parents	2.0696	0.8858	115

Variable	Mean	Std. Dev.	Cases
4. Involve teachers in students' problems			
Teachers	2.5347	0.9210	245
Male Teachers	2.4957	0.9677	115
Female Students	2.5692	0.8799	130
5. Involve administration in students' problems			
Teachers	1.6888	0.8002	241
Male Teachers	1.5625	0.7201	112
Female Teachers	1.7981	0.8513	129
6. Involve students' friends in students' problems			
Teachers	3.3045	0.7200	243
Male Teachers	3.3130	0.7535	115
Female Teachers	3.2969	0.6914	128
7. Organising and applying school activities			
Teachers	1.6531	0.8719	245
Male Teachers	1.6609	0.8775	115
Female Teachers	1.6462	0.8704	130
Students	1.5664	0.8416	745
Male Students	1.6111	0.8602	324
Female Students	1.5321	0.8264	421
Students' Parents	1.7673	0.8390	245
Male Students' Parents	1.7364	0.8151	129
Female Students' Parents	1.8087	0.8264	115

Variable	Mean	Std. Dev.	Cases
8. Involve the society in school activities			
Teachers	2.8531	1.0494	245
Male Teachers	2.9913	1.0302	115
Female Teachers	2.7308	1.0550	130
Students	2.5303	1.1032	743
Male Students	2.2652	1.0896	322
Female Students	2.5036	1.1140	421
Students Parents	3.0494	0.8986	243
Male Students Parents	3.0156	0.9048	128
Female Students Parents	3.0877	0.8980	114
9. Doing research projects in school			
Teachers	2.9180	1.0391	244
Male Teachers	2.8772	1.0571	114
Female Teachers	2.9538	1.0257	130

Whom Would Students with Problems Ask for Assistance

P2.1: Problem with other students					
Value Label	Value	Freq.	%	Valid %	Cum. %
School Social Workers	1	413	55.0	55.3	55.3
Head of School	2	113	15.0	15.1	70.4
Teacher	3	138	18.4	18.5	88.9
Family	4	83	11.1	11.1	100.0
		4	0.5	MISSING	
TOTAL		751	100.0	100	
Valid Cases 747		Missing Cases 4			

P2.2: Academic problem					
Value Label	Value	Freq.	%	Valid %	Cum. %
School Social Workers	1	198	26.4	26.7	26.7
Head of School	1	110	14.6	14.6	41.5
Teacher	3	341	45.4	46.0	87.5
Family	4	93	12.4	12.5	100.0
		9	1.2	MISSING	
TOTAL		751	100	100	
Valid Cases 742		Missing Cases 9			

P2.3: Family problems					
Value Label	Value	Freq.	%	Valid %	Cum. %
School Social Workers	1	196	26.1	26.3	26.3
Head of School	2	18	2.4	2.4	28.8
Teacher	3	17	2.3	2.3	31.0
Family	4	513	68.3	69.0	100.0
			0.9	MISSING	
TOTAL		751	100	100	
Valid Cases 744		Missing Cases 7			

P2.4: Economic problem

Value Label	Value	Freq.	%	Valid %	Cum. %
School Social Workers	1	210	28.6	28.5	56.2
Head of School	2	23	3.1	3.1	85.1
Teacher	3	15	2.0	2.0	95.0
Family	4	488	65.3	66.3	100.0
		15	2.0	MISSING	
TOTAL		751	100	100	
Valid Cases 736		Missing Cases 15			

P2.5: Health problem

Value Label	Value	Freq.	%	Valid %	Cum. %
School Social Workers	1	178	23.7	24.2	24.2
Head of School	2	63	8.4	8.6	32.7
Teacher	3	22	2.9	3.0	35.7
Family	4	473	63.0	64.3	100.0
		15	2.0	MISSING	
TOTAL		751	100	100	
Valid Cases 736		Missing Cases 15			

P2.6: Psychological problems

Value Label	Value	Freq.	%	Valid %	Cum. %
School Social Workers	1	322	42.9	43.9	43.9
Head of School	2	32	4.3	4.4	48.2
Teacher	3	55	7.3	7.5	55.7
Family	4	325	43.3	44.3	100.0
		17	2.3	MISSING	
TOTAL		751	100.0	100	
Valid Cases 734		Missing Cases 17			

P2.7: Behaviour problem					
Value Label	Value	Freq.	%	Valid %	Cum. %
School Social Workers	1	316	42.1	42.4	42.4
Head of School	2	102	13.6	13.7	56.1
Teacher	3	129	17.2	17.3	73.4
Family	4	198	26.4	26.6	100.0
		6	0.8	MISSING	
TOTAL		751	100.0	100	
Valid Cases 745		Missing Cases 6			

AN EVALUATION OF WHETHER GENDER IS SIGNIFICANT IN EVALUATING THE ROLE OF SCHOOL SOCIAL WORKERS

The following hypotheses were statistically tested using the SPSSX T-Test computer program to establish whether gender is significant in evaluating the role of school social workers:

Hypothesis	Pooled DTD	T-Value	T- Tabu- lated
T-Test 1: There is no difference between male and female Social Education Department supervisors in the average evaluation of the role of school social workers	0.4580	-0.1736	± 2.365
T-Test 2: There is no difference between male and female heads of schools in the average evaluation of the role of school social workers	0.7650	0.4401	± 2.009
T-Test 3: There is no difference in the average evaluation of the role of school social workers in Qatari schools, between male and female teacher	0.8530	0.0672	± 1.960
T-Test 4: There is no difference between male and female students in the average evaluation of the role of school social workers	0.9338	0.724	± 1.960
T-Test 5: There is no difference between male and female students' parents in the average evaluation of the role of school social workers.	0.8834	0.0337	± 1.960

H_0 : Based on the information above, where the observed probability (P) = 0.1736 (T-Value) did not exceed the critical $p = 0.05$ (T-Tabulated = ± 2.365), for $df = 5 + 4 - 2 = 7$, hence hypothesis 1 was accepted. We can conclude that the null hypothesis cannot be rejected; there was no difference between the evaluation means of male and female Social Education Department supervisors for the role of school social workers.

H₀2: Based on the information above, where the observed probability (\underline{P}) = 0.4401 (T-Value) did not exceed the critical $p = 0.05$ (T-Tabulated = ± 2.009), for $df = 22 + 26 - 2 = 46$, hence hypothesis 2 was accepted. We can conclude that the null hypothesis cannot be rejected; there was no difference between the evaluation means of male and female heads of schools for the role of school social workers.

H₀3: Based on the information above, where the observed probability (\underline{P}) = 0.0672 (T-Value) did not exceed the critical $p = 0.05$ (T-Tabulated = ± 1.96), for $df = 115 + 131 - 2 = 244$, hence hypothesis 3 was accepted. We can conclude that the null hypothesis cannot be rejected; there was no difference between the evaluation means of male and female teachers for the role of school social workers.

H₀4: Based on the information above, where the observed probability (\underline{P}) = 0.0724 (T-Value) did not exceed the critical $p = 0.05$ (T-Tabulated = ± 1.96), for $df = 326 + 425 - 2 = 749$, hence hypothesis 4 was accepted. We can conclude that the null hypothesis cannot be rejected; there was no difference between the evaluation means of male and female students for the role of school social workers.

H₀5: Based on the information above, where the observed probability (\underline{P}) = 0.0337 (T-Value) did not exceed the critical $p = 0.05$ (T-Tabulated = ± 1.96), for $df = 131 + 116 - 2 = 245$, hence hypothesis 5 was accepted. We can conclude that the null hypothesis cannot be rejected; there was no difference between the evaluation means of male and female students' parents for the role of school social workers.

APPENDIX J

DIFFICULTIES AND SUGGESTIONS

School Social Workers

1. Administrative Work

Kind of Difficulties that School Social Workers Face
when they do School Administrative Work

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Difficulties related to school administrators	1	17	23.0	100.0	100.0
		57	77.0	MISSING	
Difficulties related to students	2	5	6.8	100.0	100.0
		69	93.2	MISSING	
Difficulties related to administration regulations	3	21	28.4	100.0	100.0
		53	71.6	MISSING	
Excessive amount of record keeping and clerical duties	4	32	43.2	100.0	100.0
		42	56.8	MISSING	
Not enough time	5	20	27.0	100.0	100.0
		50	73.0	MISSING	
No difficulties	6	10	13.5	100.0	100.0
		64	86.5	MISSING	
No suitable place	7	2	2.7	100.0	100.0
		72	97.3	MISSING	
Not enough money	8	7	9.5	100.0	100.0
		67	90.5	MISSING	

Suggestions to Solve Difficulties in Carrying Out
School Administrative Work

SAW - 2.1 - 2.9

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Determining the role of the school social worker	1	21	28.4	100.0	100.0
		53	71.6	MISSING	
Limiting the amount of record keeping and clerical work	2	27	36.5	100.0	100.0
		47	63.5	MISSING	
Coordinate amount education authorities	3	13	17.6	100.0	100.0
		61	82.4	MISSING	
Having training	4	3	4.1	100.0	100.0
		71	95.9	MISSING	
Increasing the number of school social workers	5	1	1.4	100.0	100.0
		73	98.6	MISSING	
Developing the social education plan	6	6	8.1	100.0	100.0
		68	91.9	MISSING	
Determining the evaluation of the school social worker	7	11	1.4	100.0	100.0
		73	98.6	MISSING	
Giving the school social worker(s) more authority	8	8	10.0	100.0	100.0
		66	89.2	MISSING	
Developing the student's card	9	5	6.8	100.0	100.0
		69	93.2	MISSING	

2. Students' Problems

Perceived Causes of the Problems School Social Workers Face in Dealing with Students' Problems

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Difficulties related to students' families	1	48	64.9	100.0	100.0
		26	35.1	MISSING	
Difficulties related to students	2	36	48.6	100.0	100.0
		38	51.4	MISSING	
Difficulties related to school policy	3	16	21.6	100.0	100.0
		58	78.4	MISSING	
Difficulties related to kinds of students' problems	4	4	5.4	100.0	100.0
		70	94.6	MISSING	
Difficulties related to teachers	5	28	37.8	100.0	100.0
		46	62.2	MISSING	
Difficulties related to customs	6	6	8.1	100.0	100.0
		68	91.9	MISSING	
Not enough training	7	3	4.1	100.0	100.0
		71	95.9	MISSING	
Not enough time	8	11	14.9	100.0	100.0
		63	85.1	MISSING	
Not enough school social workers	9	1	1.4	100.0	100.0
		73	98.6	MISSING	

**Suggested Solutions to Address Difficulties in Dealing
with Students' Problems**

(SP3 2.1 to SP3 2.9)

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Increase the awareness of all systems that are involved in students' problems	1	45	60.8	100.0	100.0
		29	39.2	MISSING	
Increase the resources	2	5	6.8	100.0	100.0
		69	93.2	MISSING	
Suggestions related to students	3	9	12.2	100.0	100.0
		65	87.8	MISSING	
Suggestions related to school activities	4	6	8.1	100.0	100.0
		68	91.9	MISSING	
Suggestions related to school social workers	5	14	18.9	100.0	100.0
		60	81.1	MISSING	
Having psychologists in Qatari schools	6	3	4.1	100.0	100.0
		71	95.9	MISSING	
Having home visits	7	5	6.8	100.0	100.0
		69	93.2	MISSING	
Having training	8	9	12.2	100.0	100.0
		65	87.8	MISSING	
Media should play a better role	9	15	20.3	100.0	100.0
		59	79.7	MISSING	

3. School's Activities

Kinds of Difficulties that you face Regarding School's Activities

SA4 1.1 to SA4 1.9

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Difficulties related to students	1	20	27.0	100.0	100.0
		54	73.0	MISSING	
Difficulties related to students' families	2	8	10.8	100.0	100.0
		66	89.2	MISSING	
Difficulties related to school staff	3	28	37.8	100.0	100.0
		46	62.2	MISSING	
Difficulties related to school policy	4	13	17.6	100.0	100.0
		61	82.4	MISSING	
Difficulties related to society	5	2	2.7	100.0	100.0
		72	97.3	MISSING	
Difficulties related to kinds of activities	6	10	113.5	100.0	100.0
		64	86.5	MISSING	
Not enough time	7	40	54.1	100.0	100.0
		34	45.9	MISSING	
Not enough resources	8	39	52.7	100.0	100.0
		35	47.3	MISSING	
No difficulties	9	2	2.7	100.0	100.0
		72	97.3	MISSING	

Suggestions For Solving Problems Regarding School Activities

SA4 2.1 to SA4 2.9

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Increase the awareness of all systems that are involved in school activities	1	14	18.9	100.0	100.0
		60	81.1	MISSING	
Increase the resources	2	40	54.1	100.0	100.0
		34	45.9	MISSING	
Increasing the time of the activities	3	24	32.4	100.0	100.0
		50	67.6	MISSING	
Suggestions related to kinds of school's activities	4	20	27.0	100.0	100.0
		54	73.0	MISSING	
Suggestions related to teachers	5	13	17.6	100.0	100.0
		61	82.4	MISSING	
Suggestions related to school staff and school policy	6	6	8.1	100.0	100.0
		68	91.9	MISSING	
Suggestions related to syllabus	7	4	5.4	100.0	100.0
		70	94.6	MISSING	
Making the activities a compulsory course or part of grading	8	11	14.9	100.0	100.0
		63	85.1	MISSING	
Giving school social workers more freedom in determining the activities	9	4	5.4	100.0	100.0
		70	94.6	MISSING	

4. Research and Social Study

Kinds of Difficulties That Social Workers Faced Doing Social Research in Qatari Schools

RSS2 1.1 to RSS2 1.9

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Difficulties related to school staff and school policy	1	9	12.2	100.0	100.0
		65	87.8	MISSING	
Difficulties related to ministry authority	2	15	20.3	100.0	100.0
		59	79.7	MISSING	
Difficulties related to students	3	9	12.2	100.0	100.0
		65	87.8	MISSING	
Difficulties related to Qatari customs	4	13	17.6	100.0	100.0
Difficulties related to kinds of research	5	17	23.0	100.0	100.0
		57	77.0	MISSING	
Not enough references	6	24	32.4	100.0	100.0
		50	67.6	MISSING	
Not enough time	7	20	27.0	100.0	100.0
		54	73.0	MISSING	
Not enough resources	8	13	17.6	100.0	100.0
		61	82.4	MISSING	

**School Social Workers' Suggestions on How to Solve
Difficulties That They Faced in Doing Social
Research in Qatari Schools**

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Showing the importance of the research	1	13	17.6	100.0	100.0
		61	82.4	MISSING	
Publishing good research	2	10	13.5	100.0	100.0
		64	86.5	MISSING	
Cooperation among the Social Education Department, school administration and the University of Qatar in doing research	3	6	8.1	100.0	100.0
		68	91.9	MISSING	
Increasing the resources	4	31	41.9	100.0	100.0
		43	58.1	MISSING	
Having rewards	5	3	4.1	100.0	100.0
		71	95.9	MISSING	
Working in groups	6	14	18.9	100.0	100.0
		60	81.1	MISSING	
Determining the subjects of the research according to the needs of the Qatari society	7	10	13.5	100.0	100.0
		64	86.5	MISSING	
Applying the results of the research	8	9	12.2	100.0	100.0
		65	87.8	MISSING	
Having training in doing research	9	7	9.5	100.0	100.0
		67	90.5	MISSING	

Social Education Supervisors

1. Administrative Work

Social Education Department Supervisors' Ideas of the
Kinds of Difficulties That Confront School Social
Workers When They Do School Administrative Work

SAW2 1.1 - 1.8

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Large amount of administrative and clerical work	1	4	44.4	100.0	100.0
		5	55.6	MISSING	
Difficulties related to school administration	2	7	77.8	100.0	100.0
		2	22.2	MISSING	
Difficulties related to ministry authority	3	2	22.2	100.0	100.0
		7	77.8	MISSING	
Difficulties related to the Social Work Department	4	2	22.2	100.0	100.0
		7	77.8	MISSING	
Difficulties related to teachers	5	1	11.1	100.0	100.0
		8	88.9	MISSING	
Difficulties related to school social workers who have a sociology degree	6	2	22.2	100.0	100.0
		7	77.8	MISSING	
Difficulties related to new social workers	7	2	22.2	100.0	100.0
		7	77.8	MISSING	
Not enough resources	8	1	11.1	100.0	100.0
		8	88.49	MISSING	

**Social Education Department Supervisors'
Suggestions to Solve Difficulties
with School Administrative Work**

SAW2 2.1 - 2.8

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
More authority for school social workers	1	2	22.2	100.0	100.0
		7	77.8	MISSING	
Limiting the amount of administrative and clerical work	2	2	22.2	100.0	100.0
		7	77.8	MISSING	
Involving all systems in the school in the social education plan	3	6	66.7	100.0	100.0
		3	33.3	MISSING	
Having training	4	4	44.4	100.0	100.0
		5	55.6	MISSING	
Hiring only those who majored in social work	5	2	22.2	100.0	100.0
		7	77.8	MISSING	
Suggestions related to the Social Work Department	6	4	44.4	100.0	100.0
		5	55.6	MISSING	
Increasing the resources	7	1	11.1	100.0	100.0
		8	88.9	MISSING	
Removing the article that says "The school social worker has to do any assignments given by the Head of the School"	8	1	11.1	100.0	100.0
		8	88.9	MISSING	

2. Students' Problems

Social Education Department Supervisors' Insights as to
the Kinds of Difficulties School Social Workers Face
When Dealing with Students' Problems

SP3 1.1 - 1.8

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Difficulties related to school administration	1	2	22.2	100.0	100.0
		7	77.8	MISSING	
Difficulties related to students' families	2	7	77.8	100.0	100.0
		2	22.2	MISSING	
Difficulties related to teachers	3	6	66.7	100.0	100.0
		3	33.3	MISSING	
Difficulties related to students	4	3	33.3	100.0	100.0
		6	66.7	MISSING	
Difficulties related to school social workers	5	4	44.4	100.0	100.0
		5	55.6	MISSING	
Not enough time	6	2	22.2	100.0	100.0
		7	77.8	MISSING	
Not enough references	7	1	11.1	100.0	100.0
		8	88.9	MISSING	
Not enough training	8	3	33.3	100.0	100.0
		6	66.7	MISSING	

**Social Education Department Supervisors' Suggestions as to
Solving Difficulties in Dealing with Students' Problems**

SP3 2.1 - 2.9

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Increase the awareness of all systems who are involved in students' problems	1	4	44.4	100.0	100.0
		5	55.6	MISSING	
Suggestions related to school social workers	2	3	33.3	100.0	100.0
		6	66.7	MISSING	
Suggestions related to teachers	3	2	22.2	100.0	100.0
		7	77.8	MISSING	
Suggestions related to teachers	4	1	11.1	100.0	100.0
		8	88.9	MISSING	
Suggestions related to the Social Work Department	5	3	33.3	100.0	100.0
		6	66.7	MISSING	
Having training	6	4	44.4	100.0	100.0
		5	55.6	MISSING	
Having references	7	1	11.1	100.0	100.0
		8	88.9	MISSING	
Having meetings, conferences, and seminars	8	2	22.2	100.0	100.0
		7	77.8	MISSING	
Increasing the role of media	9	4	44.4	100.0	100.0
		5	55.6	MISSING	

3. School's Activities

Social Education Department Supervisors' Opinions on the Kinds of Difficulties That Face School Social Workers Regarding School Activities

SA4 1.1 - 1.9

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Difficulties related to school administration	1	4	44.4	100.0	100.0
		5	55.6	MISSING	
Difficulties related to students' families	2	4	44.4	100.0	100.0
		5	55.6	MISSING	
Difficulties related to teachers	3	3	33.3	100.0	100.0
		6	66.7	MISSING	
Difficulties related to students	4	1	11.1	100.0	100.0
		8	88.9	MISSING	
Difficulties related to ministry authorities	5	2	22.2	100.0	100.0
		7	77.8	MISSING	
Difficulties related to syllabus	6	4	44.4	100.0	100.0
		5	55.6	MISSING	
Not enough time	7	6	66.7	100.0	100.0
		3	33.3	MISSING	
Not enough resources	8	3	33.3	100.0	100.0
		6	66.7	MISSING	
No special place for school activities	9	6	66.7	100.0	100.0
		3	33.3	MISSING	

**Social Education Department Supervisors' Suggestions
to Solve Difficulties Regarding School Activities**

SA4 2.1 - 2.9

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Increase the awareness of systems who are involved in school activities	1	4	44.4	100.0	100.0
		5	55.6	MISSING	
Suggestions related to kinds of activities	2	2	22.2	100.0	100.0
		7	77.8	MISSING	
Suggestions related to students	3	2	22.2	100.0	100.0
		7	77.8	MISSING	
Strengthen the relationship between school social workers and the school administration	4	1	11.1	100.0	100.0
		8	88.9	MISSING	
Increase the time devoted to activities	5	3	33.3	100.0	100.0
		6	66.7	MISSING	
Reduce the teaching load of teachers who are involved	6	2	22.2	100.0	100.0
		7	77.8	MISSING	
Having more resources	7	8	88.9	100.0	100.0
		1	11.1	MISSING	
Making school activities a compulsory course	8	4	44.4	100.0	100.0
		5	55.6	MISSING	

4. Research and Social Study

Kinds of Difficulties that Face School Social Workers in Doing Social Research in Qatari Schools According to Social Education Department Supervisors

RS2 1.1 - 1.9

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Difficulties related to school administration and administrative regulations	1	2	22.2	100.0	100.0
		7	77.8	MISSING	
Difficulties related to ministry authorities	2	3	33.3	100.0	100.0
		6	66.7	MISSING	
Difficulties related to society	3	2	22.2	100.0	100.0
		7	77.8	MISSING	
Not enough resources	4	4	44.4	100.0	100.0
		5	55.6	MISSING	
Not enough time	5	2	22.2	100.0	100.0
		7	77.8	MISSING	
Not enough knowledge about research methods	6	4	44.4	100.0	100.0
		5	55.6	MISSING	
Do not apply the resources	7	1	11.1	100.0	100.0
		8	88.9	MISSING	
Do not apply the results	8	1	11.1	100.0	100.0
		8	88.9	MISSING	
Did not publish the research	9	1	11.1	100.0	100.0
		8	88.9	MISSING	

**Social Education Department Supervisors' Suggestions to
Solve Difficulties That Face School Social Workers
in Doing Social Research in Qatari Schools**

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Showing the importance of research	1	3	33.3	100.0	100.0
		6	66.7	MISSING	
Suggestions related to the social work department at the University of Qatar	2	2	22.2	100.0	100.0
		7	77.8	MISSING	
Increasing the resources	3	4	44.4	100.0	100.0
		7	77.8	MISSING	
Having more references	4	4	44.4	100.0	100.0
		5	55.6	MISSING	
Having training	5	4	44.4	100.0	100.0
		5	55.6	MISSING	
Having meetings, conferences and seminars	6	2	22.2	100.0	100.0
		7	77.8	MISSING	
Strengthen the relationship between the school social worker and the Social Education Department	7	2	22.2	100.0	100.0
		7	77.8	MISSING	
The school should have flexibility in doing research	8	1	11.1	100.0	100.0
		8	88.9	MISSING	
Publishing good research	9	2	22.2	100.0	100.0
		7	77.8	MISSING	

How Social Supervisors Think the Relationship Could be Improved Between Social Education Supervisors and School Social Workers

GQ1 1.1 - 1.7

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Respect, confidence, love, understanding and loyalty	1	6	66.7	100.0	100.0
		3	33.3	MISSING	
Having meetings, conferences and seminars	2	5	55.6	100.0	100.0
		4	44.4	MISSING	
Increasing the field visits	3	5	55.6	100.0	100.0
		4	44.4	MISSING	
Giving school social workers opportunity to express their opinions	4	3	33.3	100.0	100.0
		6	66.7	MISSING	
Increasing the number of school social workers	5	1	11.1	100.0	100.0
		8	88.9	MISSING	
Having activities that involve both school social workers and social education supervisors	6	2	22.2	100.0	100.0
		7	77.8	MISSING	
The social education supervisor should have more experience and knowledge than school social workers	7	3	33.3	100.0	100.0
		6	66.7	MISSING	

Heads of Schools

In the View of the Heads of Schools, What Kind of
Difficulties Do School Social Workers Face When They
Try to Achieve These Goals in Qatari Schools

GQ1 1.1 - 1.18

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Difficulties related to the kinds of school social workers' administrative work	1	2	4.2	100.0	100.0
		46	95.8	MISSING	
Difficulties related to kinds of students' problems	2	8	16.7	100.0	100.0
		40	83.3	MISSING	
Difficulties related to kinds of activities	3	2	4.2	100.0	100.0
		46	95.8	MISSING	
Difficulties related to school social workers	4	1	2.1	100.0	100.0
		47	97.9	MISSING	
Difficulties related to teachers and school staff	5	8	16.7	100.0	100.0
		40	83.3	MISSING	
Difficulties related to education authorities	6	13	27.1	100.0	100.0
		35	72.9	MISSING	
Difficulties related to students	7	8	16.7	100.0	100.0
		40	83.3	MISSING	
Difficulties related to students' families	8	30	62.5	100.0	100.0
		18	37.5	MISSING	
Difficulties related to society	9	8	16.7	100.0	100.0
		40	83.3		
The role of the social worker is not clear	10	6	12.5	100.0	100.0
		42	87.5	MISSING	
Large amount of record keeping work	11	7	14.6	100.0	100.0
		41	85.4	MISSING	
School social worker does things not related to their professional role	12	2	4.2	100.0	100.0
		46	95.8	MISSING	
Large number of students in the school	13	1	2.1	100.0	100.0
		47	97.9	MISSING	

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Not enough time	14	7	14.6	100.0	100.0
		41	85.4	MISSING	
Not enough resources	15	7	14.6	100.0	100.0
		41	85.4	MISSING	
Not enough time	16	5	10.4	100.0	100.0
		43	89.6	MISSING	
Not enough motivation and rewards	17	1	2.1	100.0	100.0
		47	97.9	MISSING	
No difficulties	18	2	4.2	100.0	100.0
		46	95.8	MISSING	

**Schools' Headmasters Suggestions About the Difficulties
That School social Workers Faced When Trying to
Achieve Their Goals in Qatari Schools**

Value Label	Value	Frequency	Percent .	Valid Percent	Cum. Percent
Determine the role of social workers	1	5	10.4	100.0	100.0
		43	89.6	MISSING	
Giving social workers more authority	2	5	10.4	100.0	100.0
		43	89.6	MISSING	
Decrease the amount of recording work for social workers	3	7	14.6	100.0	100.0
		41	85.4	MISSING	
Focus on students' problems at school	4	6	112.5	100.0	100.0
		42	87.5	MISSING	
Strengthen the relationship between school social workers	5	9	18.8	100.0	100.0
		39	81.3	MISSING	
School social workers should be involved in the education	6	3	6.3	100.0	100.0
		45	93.8	MISSING	
Increase the knowledge of school social workers	7	2	4.2	100.0	100.0
		46	95.8	MISSING	
Increase the awareness of Qatari society about the role of school social workers	8	10	20.8	100.0	100.0
		38	79.2	MISSING	
Suggestions related to kinds of school activities	9	5	10.4	100.0	100.0
		43	89.6	MISSING	
Suggestions related to students' families	10	1	2.1	100.0	100.0
		47	97.9	MISSING	
Having home visits	11	6	12.5	100.0	100.0
		42	87.5	MISSING	
Increase the authority of the school	12	4	8.3	100.0	100.0
		44	91.7	MISSING	
More cooperation between school and society	13	2	4.2	100.0	100.0
		46	95.8	MISSING	

(Continued)

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Developing regulations and law for problems between students and teachers	14	1	2.1	100.0	100.0
		47	97.9	MISSING	
Students punishment should be more meaningful	15	1	2.1	100.0	100.0
		47	97.9	MISSING	
Decrease the number of students at school	16	3	6.3	100.0	100.0
		45	93.8	MISSING	
Increase the resources	17	6	12.5	100.0	100.0
		42	87.5	MISSING	
Have training, seminars, and speeches	18	5	110.4	100.0	100.0
		43	89.6	MISSING	
Have more time for activities	19	5	110.4	100.0	100.0
		43	89.6	MISSING	
Have motivations and rewards	20	3	6.3	100.0	100.0
		45	93.8	MISSING	
The role of social education should be developed	21	2	4.2	100.0	100.0
		46	95.8	MISSING	
Having a psychologist at each school	22	1	2.1	100.0	100.0
		47	97.9	MISSING	
The role of the media should be increased	23	1	27.1	100.0	100.0
		47	97.9	MISSING	
Better preparation of social work students	24	1	2.1	100.0	100.0
		47	97.9	MISSING	

**How Heads of Schools Think the Relationship Could
Be Improved Between Heads of School and
School Social Workers**

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
Cooperation, working hard, being responsible, confident, understanding, counselling, honesty, respect, exchange of opinions, confidentiality and accepting criticism	1	31	64.6	100.0	100.0
		17	35.4	MISSING	
Having enough meetings	2	2	4.2	100.0	100.0
		46	95.8	MISSING	
School social worker provides school headmaster with news	3	4	8.3	100.0	100.0
		44	91.7	MISSING	
Having clear policy in school	4	1	2.1	100.0	100.0
		47	97.9	MISSING	
Involving school headmaster in the work of the school social worker	5	15	31.3	100.0	100.0
		33	68.8	MISSING	
Doing what the school headmaster assigns for the school social worker	6	5	10.4	100.0	100.0
		43	89.6	MISSING	
Making school headmaster responsible for the work of the school social worker	7	1	2.1	100.0	100.0
		47	97.9	MISSING	
Giving school social workers more freedom and authority	8	14	29.2	100.0	100.0
		34	70.8	MISSING	
Involve school headmaster in social education plan	9	3	6.3	100.0	100.0
		45	93.8	MISSING	
The relationship between school headmasters and school social workers is strong	10	6	12.5	100.0	100.0
		42	87.5	MISSING	

APPENDIX K

**GENERAL COMMENTS ABOUT THE ROLE OF THE
SCHOOL SOCIAL WORKERS**

School Social Workers

Summary of Open-Ended Comments Made by Respondents About the Role of the School Social Worker in Qatari Schools

GQ 2.1 - 2.9

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
The role of the school social worker is ambiguous	1	17	23.0	100.0	100.0
		57	77.0	MISSING	
Some school social workers' lazy attitudes give all the other school social workers in Qatari schools a bad name	2	4	5.4	100.0	100.0
		70	94.6	MISSING	
A school social worker should have a unique personality and certain characteristics	3	15	20.3	100.0	100.0
		59	79.7	MISSING	
School social workers should use scientific methods and keep up with new developments in their field	4	12	16.2	100.0	100.0
		62	83.8	MISSING	
There is a need for training school social workers	5	117	23.0	100.0	100.0
		57	77.0	MISSING	
School social workers should major in one field of school	6	7	9.4	100.0	100.0
		67	93.6	MISSING	
Having psychologists in Qatari schools	7	15	20.2	100.0	100.0
		59	79.8	MISSING	
School social workers play an important role in Qatari education	8	20	27.0	100.0	100.0
		54	73.0	MISSING	
Present case study	9	9	12.2	100.0	100.0
		65	87.8	MISSING	

Social Education Supervisors

Social Education Supervisors Final Open-Ended Written Comments About the Role of the School Social Worker in Qatari Schools

GQ2 1.1 - 1.9

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
There is a need to increase the awareness of all systems in Qatar's Education about the role of school social workers in Qatari schools	1	1	11.1	100.0	100.0
		8	88.9	MISSING	
School social workers play a very important role in Qatari schools	2	4	44.4	100.0	100.0
		5	55.5	MISSING	
The role of the school social worker is ambiguous	3	1	11.1	100.0	100.0
		8	88.9	MISSING	
School social workers do things not related to their professional job	4	1	11.1	100.0	100.0
		8	88.9	MISSING	
Suggestions related to personality and professional job of school social worker	5	3	33.3	100.0	100.0
		6	66.7	MISSING	
Comments related to social work department	6	4	44.4	100.0	100.0
		5	55.6	MISSING	
Social workers should be involved in all fields of social work in Qatar	7	1	11.1	100.0	100.0
		8	88.9	MISSING	
Hiring only those who majored in social work	8	4	44.4	100.0	100.0
		5	55.5	MISSING	
Having psychologists in Qatari schools	9	2	22.2	100.0	100.0
		7	77.8	MISSING	

Heads of Schools

Head of School Final Open-Ended Written Comments About the Role of the School Social Worker in Qatari Schools

QQ4 1.1 - 1.14

Value Label	Value	Frequency	Percent	Valid %	Cum. %
Comments related to the personality of the school social workers	1	3	6.3	100.0	100.0
		45	93.8	MISSING	
Experience is very important for school social workers	2	4	8.3	100.0	100.0
		44	91.7	MISSING	
School social workers play a very important role in Qatari schools	3	12	25.0	100.0	100.0
		36	75.0	MISSING	
There is a need to determine and develop the role of the school social workers	4	5	10.4	100.0	100.0
		43	89.6	MISSING	
School social workers should focus on students' needs more than administrative work	5	3	6.3	100.0	100.0
		45	93.8	MISSING	
School social workers should contact more often students' families	6	4	8.3	100.0	100.0
		44	91.7	MISSING	
The movement of school social workers should be more flexible and they should have more authority	7	7	14.6	100.0	100.0
		41	85.4	MISSING	
A good environment is essential for school social workers	8	5	10.4	100.0	100.0
		43	89.6	MISSING	
Comments about social work education	9	2	4.2	100.0	100.0
		46	95.0	MISSING	
School social workers should have more to apply what they have studied	10	1	2.1	100.0	100.0
		47	97.9	MISSING	
School social workers should be involved more in research	11	1	2.1	100.0	100.0
		47	97.9	MISSING	
There is a need to design two forms, one for absenteeism and the other for low academic performance	12	1	2.1	100.0	100.0
		47	97.9	MISSING	
Have training, seminars and meetings	13	2	4.2	100.0	100.0
		46	95.8	MISSING	
There is a need for counselling psychology in Qatari schools	14	4	8.3	100.0	100.0
		44	91.7	MISSING	

APPENDIX L

**HOW THE MINISTRY OF EDUCATION LAYS DOWN THE
METHOD OF DEALING WITH STUDENTS' PROBLEMS**

Case work is one of the methods of social work in dealing with students' problems. It is a professional method which consists of processes based on certain values and principles. These must be applied in consideration of each individual client. The emphasis for the social worker is to aid the student in realizing what his or her abilities are and how to apply them to his or her particular situation.

The objectives of the school social worker in dealing with students' cases are:

1. Solving problems: The school social worker helps the student in dealing with different kinds of problems peculiar to that student, such as low academic performance, absenteeism, drop out behaviour, sociological, psychological, medical, and economic problems.
2. Prevention of problems: The social worker helps the student avoid or prevent potential problems, or from getting involved in problems that might develop in the future, whether they are similar or different from those being faced now. The goal is to enable the student to be able to face his or her problems independently.
3. Development: The school social worker explores the abilities of the student and encourages the student to use them for the betterment of society, thus increasing the student's confidence. The social worker must be able to show the student how to use his or her abilities.

In order to achieve the social case work objectives, the social worker deals with different levels of students' problems:

1. Student with crisis situation: The social worker does not go to any depth with analyzing the student's problem, the student's past, etc., but deals with the emergency or crisis at hand. The school social worker uses professional techniques but attempts to accomplish treatment on a short-term basis with minimum effort and time.
2. Student with a serious problem: The student may not be realizing his or her full potential, because of his or her environment which may be detrimental. The school social worker generally studies this student's problems in depth, searching for all possible causes, using every resource available to him or her. Treatment may take a long time and a record, or file, is maintained of treatment and progress.

According to guidelines of the Social Education Department, the school social workers uses three processes when employing social case work: social-psychological study, diagnosis, and sociological-psychological treatment (Social Education Department, 1991).

1. Social-Psychological Study

This is a process of positive interaction between the school social worker and

the student in order to obtain more information about the student's situation, allowing for the problem to be diagnosed and to plan treatment. The school social worker studies the present and past history of the case and any circumstances which might affect the student's behaviour. The study of the problem is limited only to those aspects which are connected to the problem, the situation of the student, and the philosophy and resources of the school.

The fundamental goal of the study is to diagnose the problem. In solving the problem, the client has a basic role. The student must become aware of the circumstances that are affecting him or her, and learn how to make decisions regarding how to deal with the problem. The first step of treatment is recognition of the problem. The school social worker collects information from different sources such as a personal interview, visiting the student's home, information from appropriate agencies, letters, and phone calls. This information is collected according to the characteristics of the case, facts, and sources.

2. Diagnosis

Diagnosis is an explanation of the process of interacting elements of the problem and personality of the student up to the point of initiating analysis. diagnosis is the middle stage, between study and treatment. this is the stage at which the treatment plan is thought out.

3. Sociological-Psychological Treatment

The treatment involves using the abilities of the student and society, providing advice to the client on how to solve his or her problems. Treatment can also be defined as the processes and services to be implemented to make a positive effect on the student, or in his or her environment, which can be offered by the serving agency. The change, therefore, is to be attempted on both the student and his environment. The process of socio-psychological treatment basically falls into two categories, namely:

1. Treatment of the self: process to make positive changes in the personality of the student (self) as regards behaviour, emotion, or attitude toward certain situations.
2. Environmental treatment: effort is made, and services used, to effect changes in the environment and are divided into direct and indirect services.

A. Direct services

The direct practical services that the social worker provides for the client may be available through the agency or organization such as financial aid, or medical assistance. This can have a positive effect in dealing with the student's problem.

B. Indirect services

The effort of the social worker to change certain actions or attributes of those who are associated with the student, by decreasing the pressures the other individual places on the student and increasing that individual's role in helping the student. An example might be changing the behaviour of an abusive father, or engaging the mother's help.

The individual and his environment cannot be separated; they both influence the other. In general, when there is a positive result from self treatment, less effort needs to be spent to alter the environment, the student is now better able to cope with his environment independently.